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ABSTRACT

Designed for use by postsecondary child development instructors, this guide is organized into four units that expose students to the general competencies and business management aspects of child care program administration. Introductory materials discuss the use of the materials and provide guidelines for evaluating students. The four units cover general competencies (functions of management, leadership and board of directors), regulations and legal concerns, personnel (organizing, acquiring and dismissing, and maintaining), and finances (funding, record keeping, and financial control). At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences for each objective provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple choice and essay questions. The 48 transparency masters and 51 handouts, which follow unit 4, may be reproduced as needed for classroom use. Appendixes include a glossary, glossary test, answer keys, and a nine-page bibliography. A companion student laboratory manual is available separately. The materials are most effective in courses that have both a lecture and laboratory. Carefully selected textbooks and access to a quality child care center are essential for effective use of the materials. Possible textbooks may be found in the bibliography. (YLB)

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Administration of Child Care Programs:
Business Management
Instructor's Guide

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Introduction

Administration of child care programs includes both program and business management. Program management refers to the planning and implementation of the child care program including such topics as site selection or design, curriculum development, food preparation and service, and home and community relationships. Business management of a child care program includes attention to regulations and other legal concerns, personnel management, and finances. Certain general competencies, such as the ability to organize and make decisions, apply to both areas. The purpose of these instructional materials is to expose students to the general competencies and business management aspects of child care program administration.

Administration of Child Care Programs: Business Management is designed for use by post-secondary child development instructors. The *Instructor's Guide* and *Student Laboratory Manual* are valuable tools for instructors of courses on child care program administration. The materials are most effective in courses which have both a lecture and laboratory (lab).

Carefully selected textbooks and access to a quality child care center are essential for effective utilization of the materials. The materials coordinate effectively with most textbooks on child care program administration. (See the Bibliography for possible textbooks.) To receive maximum benefit from the lab experiences in the *Student Laboratory Manual*, students must be able to both observe and participate in the administration of a child care program. Centers selected for student use should meet or exceed state licensing standards.

Descriptions of the organization of the *Instructor's Guide* and *Student Laboratory Manual*, suggestions on how to use the materials, and guidelines on coordinating student lab work are summarized below.

ORGANIZATION OF THE INSTRUCTOR'S GUIDE

The *Instructor's Guide* is organized into four units. At the beginning of each unit Performance Objectives and References are listed. Suggested Classroom Learning Experiences provide instructors with teaching strategies to help students achieve the objectives. The Unit Test includes multiple-choice and essay questions. Transparency and Handout Masters, which follow

Unit IV, may be reproduced as needed for classroom use. Transparencies begin on page 115 and handouts on page 165. The *Instructor's Guide* also contains a Glossary, Glossary Test, Answer Keys, and Bibliography. The Bibliography at the back of the guide includes all references noted in the units. Materials which are recommended for student use have notations on reading level and evidence of sex bias.

ORGANIZATION OF THE STUDENT LABORATORY MANUAL

The *Student Laboratory Manual* is designed as a laboratory experience guide and workbook, written at a tenth-grade reading level. The format permits students to answer questions and make notes directly in the manual. Instructors should become thoroughly acquainted with the content of the student manual in order to work effectively with students in planning their lab experiences.

The student manual is organized into four units which correspond with the units in the *Instructor's Guide.* Each unit begins with Performance Objectives. The objectives correspond with the unit objectives in the *Instructor's Guide*. The Overview introduces basic concepts related to the unit topic. Suggested readings for in-depth study are given at the end of the Overview.

Lab experiences in each unit include both observation and participation assignments. The learning objectives for each experience will help students achieve one or more of the Performance Objectives. Participation Evaluation forms are included for the instructor's use in evaluating a student's performance. A check list is also provided for students to evaluate their own performance. Other components of the *Student Laboratory Manual* include Guidelines for Successful Lab Experiences, Glossary, and Bibliography.

USING THE MATERIALS

The *Instructor's Guide* can assist instructors in providing learning experiences for students in the classroom. Post-secondary students are characterized by a wide range of ages, educational backgrounds, work experiences, academic abilities, and reading levels. Instructors should keep these characteristics in mind when selecting teaching strategies from the *Instructor's Guide*. Teaching strategies include group discussions, posters, charts, games, lectures, role playing, felt boards, and others. Reading materials provided for students should accommodate various reading abilities.

An important point to remember about the *Instructor's Guide* and the *Student Laboratory Manual* is that they are not self-contained. To prepare classes, instructors will need to refer to the references listed at the beginning of each unit. Students must study additional references in-depth in order to achieve the objectives. The instructor should assign appropriate readings for each unit topic. Assignments might be made from the references suggested at the end of the Overview or from other references selected by the instructor.

The instructor should prepare the overall course outline before the class meets at the beginning of the semester or quarter. The units may be covered in any order. However, Unit I on general competencies might be covered first. The instructor can vary the number of classes devoted to each unit depending on the instructor's preferences and the amount of time available.

GUIDELINES ON COORDINATING STUDENT LAB ASSIGNMENTS

Coordination of students' lab experiences is a challenging task for the instructor. Although post-secondary programs vary in their arrangements for student laboratory experiences, the following general guidelines should be helpful.

Several lab experiences are suggested in each unit of the *Student Laboratory Manual*. The instructor and student can decide which activities are most appropriate for that student. Some students may be able to complete most of the lab experiences. Other students may be able to complete only a limited number. Both the number of lab hours required for the course and students' needs and abilities influence the number of experiences assigned.

The instructor and student must work closely with the child care center director in planning and carrying out each lab experience. The director should be involved in the scheduling of all student visits. Most of the lab experiences take about one hour unless otherwise specified. Some students will be working already as directors in a child care center. It may be appropriate and convenient for these students to carry out some of their lab experiences in their own center.

Charts, wall calendars, or special notebooks might be used to keep a master schedule of all lab work. This would ensure that the instructor is aware of when and where students are observing or participating in lab experiences.

Coordinating the lab experiences with class meetings may not be possible in some situations. However, when classroom learning experiences and lab assignments are coordinated, students will benefit from combining theory and practical application.

Guidelines for Evaluating Students

Student caregivers can be evaluated in terms of knowledge, psychomotor skills, and affective behaviors. When based on course objectives, evaluation provides useful information for both students and instructors. Evaluation provides students with feedback about their performance and usually a grade. Evaluation provides the instructor with information about the effectiveness of teaching strategies used in the course.

The Performance Objectives in each unit of *Administration of Child Care Programs: Business Management* identify specific behaviors the student should exhibit at the end of the instructional unit. These objectives can be used as a specific basis for developing evaluation instruments.

Performance objectives normally consist of three parts: 1) the specific behavior to be achieved, 2) the conditions under which the behavior is to be performed, and 3) the criteria for measuring achievement of the objective. The performance objectives used in these materials are statements of the specific behaviors to be achieved by the student. This allows instructors the freedom to decide which conditions and evaluation criteria are appropriate for their teaching situations. For example, one objective states that the student will "Outline characteristics of an effective leadership style." Instructors should inform the students of the conditions and evaluation criteria. The objective in a complete form might be, "When presented with role models, each student should be able to outline five characteristics of an effective leadership style."

The materials include several components which will assist the instructors in evaluating students' knowledge, skills, and attitudes. However, instructors are encouraged to develop evaluation methods which best meet the needs of students enrolled in the course.

EVALUATION OF KNOWLEDGE

The unit test at the end of each unit in the *Instructor's Guide* can be duplicated for all students. Answers to each unit's multiple-choice questions are at the back of the *Instructor's Guide*. The essay questions for each unit can be evaluated according to the instructor's criteria. The instructor may want to specify the criteria to the students before the test is administered. A Glossary Test has also been provided following the Glossary in the *Instructor's Guide*. Glossary Test answers are provided in the Answer Keys.

EVALUATION OF SKILLS

Student performance in the child care setting can be evaluated with the Participation Evaluation forms included in the *Student Laboratory Manual*. One master form is provided in each unit. The instructor can decide how many times to evaluate each student. Before the student is evaluated, the instructor and student should have a planning conference. During the conference the student and instructor may go over the Participation Evaluation form. The instructor may fill in the specific behaviors to be evaluated during the participation experience. After the instructor evaluates the student, a follow-up conference provides an opportunity for the instructor to give feedback to the student. The evaluation conference is more effective when held as soon as possible following the participation experience.

Students are provided also with a self-evaluation check list at the end of the units. These forms can be used by students to evaluate their own performance.

AFFECTIVE EVALUATION

Affective evaluation involves examining student's attitudes or feelings. Attitudes are reflective of the student's system of values or beliefs. As students strive to achieve the performance objectives, they are also forming attitudes about caregiving. In the classroom and lab, students display their attitudes in different ways. For example, they show interest, enthusiasm, commitment, diligence, patience, and many other attitudes.

If attitudes are to be evaluated in the course, students should be provided with a list of affective performance objectives. For example, students might be asked to "Demonstrate commitment to the caregiving profession by joining a professional organization."

These materials do not include specific affective performance objectives. Instructors may decide which attitudes are appropriate to encourage in their students. However, several elements of the materials are useful for examining students' affective performance: case studies, role playing, essay questions, conferences with the students, and rating scales.

Evaluation of the student's abilities should include evaluation of knowledge, pyschomotor skills, and attitudes. In whatever ways instructors choose to evaluate student performance, the specific requirements of the course and the evaluation criteria should be stated clearly to the students at the beginning of the course.

General Competencies
Unit I

Functions of Management

- Determine the functions of management.
- Demonstrate the ability to plan.
- Demonstrate effective decision-making skills.
- Demonstrate effective organization skills.
- Demonstrate the ability to evaluate.
- Demonstrate the ability to communicate effectively.

Leadership

- Outline characteristics of an effective leadership style.
- Evaluate the impact of good work habits on leadership ability.
- Assess the importance of a professional demeanor and appearance.

Board of Directors

- Determine the role of the child care program administrator in relation to a board of directors.

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17

Suggested Classroom Experiences

Functions of Management

OBJECTIVE

Determine the functions of management.

TRANSPARENCY: Show students Transparency 1 on the basic functions of management. Note the role that communication plays in each of the other four functions. Key Questions: Which of these functions comes first? Why is communication shown as it is between each of the other four functions?

POSTERS: Use a set of five posters to give students definitions for each of the functions of management. Use the overview in the student lab manual to obtain definitions or use definitions you prefer. Use one poster for each definition. Key Questions: What activities of the director would be an example of each function? Why examine management in terms of basic functions? What other basic functions can you name?

BRAINSTORMING: Divide the class into small groups. Ask each group to brainstorm and list all the activities of the director of a child care program. Students decide what functions of management are involved in each activity. Students might also divide the activities into categories based on the functions of management.

DISCUSSION: Lead the class in a discussion of terms related to management. Use a dictionary or management textbook to find definitions for each of the following terms: *administrator, director, manager, leader, supervisor,* and *boss.* Key Questions: What are the differences between each of these terms? Which terms could be used interchangeably?

DISCUSSION: Discuss Lab Experience 1 in the student laboratory manual. Ask students to share their observations about the kinds of activities in which child care program directors are involved. Key Question: What function or functions of management seem to take most of the director's time?

OBJECTIVES

Demonstrate the ability to plan.

Demonstrate effective decision-making skills.

LISTS: Ask students to list on a sheet of paper all the things that they did during the day which involved planning. Help students realize the role that planning plays in most everyone's life. Key Questions: What might have happened if you had not planned some of these activities? When has planning saved you from experiencing an unpleasant situation? How do you go about making plans?

DISCUSSION: Discuss the term *planning* with the class. Ask for definitions. Planning might be defined as the thinking which occurs before action. Key Questions: Why is planning essential in child care program administration? What kinds of activities need to be planned?

TRANSPARENCY: Show students Transparency 2 which lists some guidelines for writing objectives. Point out to students the three parts of an objective listed under "Be specific."

FLIP CHART: Use a flip chart to lead a discussion on generating objectives from goals. [PREPARATION: Use poster boards or a newsprint tablet to make a flip chart. List a goal on one page. The following page or two should be left blank. List another goal, followed by blank pages, and so on. Some of the following goals might be used:

- Generate more contributions during the annual fund raising event.
- Renovate the outdoor playground.
- Develop a health care component for the child care program.
- Increase profits.

Add additional goals or ask students to suggest some.] In class, display one of the goals. Ask students to suggest what specific objectives might be made for accomplishing the goal. On the blank pages following the goal, list the objectives suggested by the students. Encourage them to make the objectives complete by including all three parts. Continue the discussion for each of the goals listed on the flip chart.

GAME: Play a game to help students identify the three parts of an objective. [PREPARATION: Before class prepare several posters with complete objectives. Underline one of the three parts of the objective. For example, one objective might read: "The director will evaluate the performance of each employee at least two times during the coming year using a performance-based check list." The part underlined represents that portion of the objective which tells to what extent or how much the objective is to be performed. For other objectives, underline other parts.] In class have each student prepare three flash cards. On each card they write down one of the three parts of an objective: 1) action to be done, 2) under what conditions, and 3) to what extent or the degree to which one objective is to be achieved. Show one of the posters with an objective. Students hold up a flash card which they think tells what part of the objective is underlined. Give students the correct answer. Students can keep their own score of the number of correct answers. Discuss with students any questions they may have about identifying the parts of an objective. [NOTE: This activity could be used as a pre- and post-test on understanding the parts of objectives. The flash cards will tell you which students are able to recognize the parts of the objective.]

ROLE PLAY: Divide the class into pairs. Each pair of students represents two child care program directors who want to plan a luncheon for all the child care program directors in the community. The two directors want to bring the other directors together to share information and establish an informal network. Ask each pair of students to make plans for the luncheon. Some points that the pair should discuss include finding a suitable meeting place, choosing a date and time, planning the menu, planning the meeting agenda, and preparing and mailing invitations. [NOTE: By doing this activity before introducing some of the planning tools which follow, students will appreciate the usefulness of planning tools.]

HANDOUTS: Give students a copy of Handouts 1 and 2 which show how resources can be assessed. Go over the example so that students know how to use the worksheet. The blank form can be duplicated by students for future use.

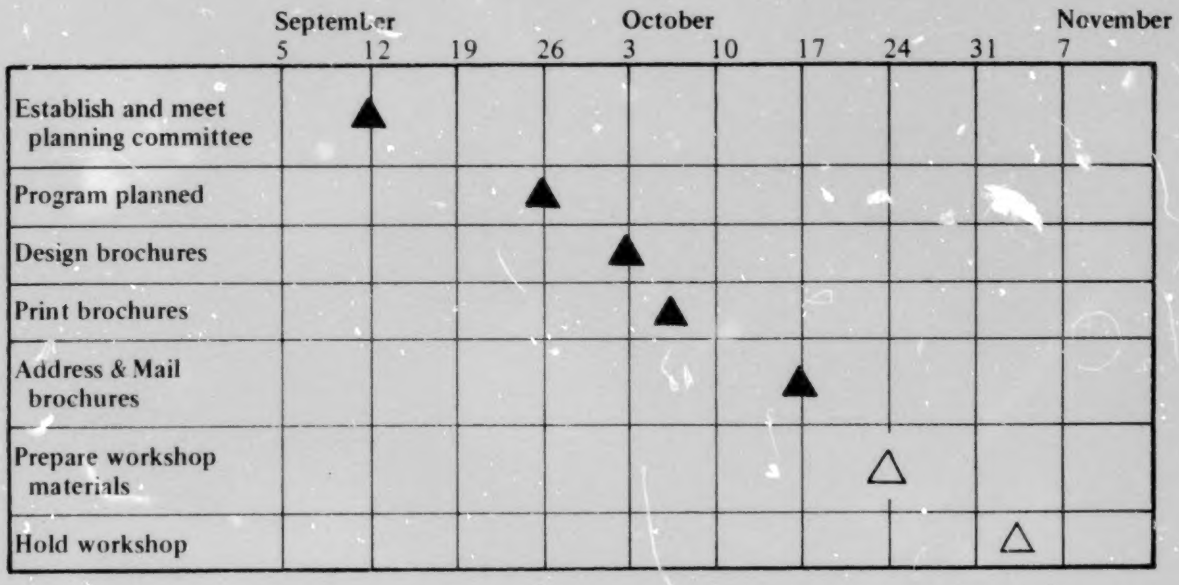
TRANSPARENCY: Show students Transparency 3 on decision-making. These guidelines can help administrators make the best decisions. Good managers are not afraid to listen to others, even if others' opinions are critical. When employees feel that their opinions are valued, they will be more likely to support the final decision. Key Questions: Other than employees, from whom can directors get input? How do you decide which is the best course of action? What do you do when two decisions seem equally possible? What can happen if decisions are not evaluated and revised?

Q-SORT: Help students learn to prioritize using a Q-sort activity. Divide the class into pairs. Give each pair a set of note cards or strips of tag board. Ask students to think about their personal or professional goals for the next five to 10 years. In other words, what do the students want to accomplish? The first student begins by sharing this information with the partner. The partner listens and writes down each goal mentioned by the first student on one of the note cards. The first student is given the cards and checks them for accuracy. The students reverse roles. Ask students to prioritize their own sets of cards, in order of preference. The students should number their cards, number one being the most important goal. Key Questions: What does this activity tell you about yourself? How will knowing your priorities affect your decision-making in the future? In management, how can establishing priorities affect a business?

DECISION-MAKING GRID: Give students experience in using a decision-making grid to establish priorities. Ask students to imagine themselves as the owner/director of a new child care program. Key Questions: What do I want for my center during the next five years? What do I hope to accomplish? Where do I hope to be with the center in five years? Give each student a copy of Handout 3, a blank decision-making grid. Have students cut small slips of paper, about 1¼ x 1¼ inches (these fit inside the squares of the grid). On the slips of paper have the students write down their goals for the center. Students should try to have between eight and 16 goals. Ask students to examine their goals and arrange them on the grid along the two dimensions, using only one goal per square. Students are required to consider not only how important a goal may be, but the probability of success. Once in place, students may wish to copy their slips of paper onto the grid for future reference. Key Questions: When you have to consider both the importance and probability of succeeding, how does this change priorities? If you were to do this excercise again in a year, would the grid look the same? How might it change?

MILESTONE CHARTS: Show students an example of a *milestone chart* and how to use it. [PREPARATION: Using a large sheet of poster board or paper, draw a milestone chart similar to the illustration on the next page.] In class display the milestone chart. To construct a milestone chart, first decide what significant events need to take place in order to achieve the objective. Second, decide how long or when each step needs to be completed. Third, construct the chart. Use hollow figures such as triangles to mark the expected date of completion. When a milestone or event is completed, fill in the figure. Key Questions: How could such a chart be used in planning? What are the advantages of this chart? What possible weaknesses do you see?

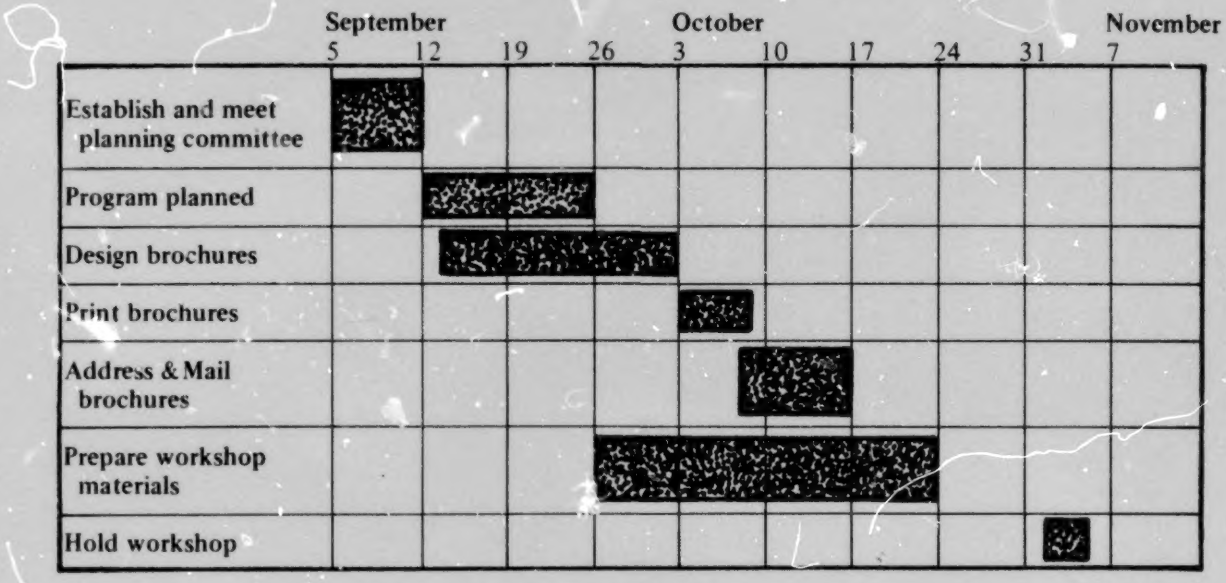
Child Development Workshop Milestone



SIMULATION: Have students practice using a milestone chart. Give students a copy of Handout 4 which is a blank chart. Divide the class into small groups. Ask each group to make a plan, using the milestone chart. Give groups a suggested objective or project. For example, planning a parent meeting, arranging a trip for caregivers to attend a conference, or preparing an annual report of child care center activities. Groups might wish to select a project on their own. Have the groups share their plans with each other.

GANTT CHARTS: Show students an example of a *Gantt chart* and how to use it. [PREPARATION: Using a large sheet of poster board or paper, draw a Gantt chart similar to the illustration on the next page.] In class display the Gantt chart. To construct a Gantt chart, first decide what activities need to be done. Second, identify the starting and finishing times for each activity. Third, draw the chart using horizontal bars to represent the duration of each activity in the calendar. As progress is made, shade in the bars to show what percent of the activity has been completed. A moveable string or piece of yarn can be stretched vertically on the chart to show the current date. Key Questions: How can such a chart be used in planning? What are the advantages of using this chart? What possible weaknesses do you see?

Child Development Workshop Gnatt Chart



SIMULATION: Have students practice using a Gantt chart. Give students a copy of Handout 5 which is a blank chart. The vertical lines can be drawn after the horizontal bars are placed on the chart. Divide the class into small groups. Ask each group to make a plan, using the Gantt chart. Give groups suggested objectives or projects. The projects suggested in the simulation activity using milestone charts might be used again to compare the usefulness of the two types of charts.

PRECEDENT DIAGRAMS: Show students an example of a precedent diagram and how to use it. [PREPARATION: Using a large sheet of poster board or paper, draw a precedent diagram similar to the illustration on Handout 6.] In class display the precedent diagram or if you prefer, give them a copy of Handout 6. To construct a precedent diagram, first brainstorm to list all activities associated with the objective or project. Second, determine the sequence of events. What events need to happen before other events can begin? Third, construct the chart. One way to decide on the sequence of events is to write down each activity on a slip of paper and try different arrangements. Each box in the diagram represents one distinct activity. The lines show movement from left to right. Every activity except the first and last should have an event or events which precede it and ones that come after.

TRANSPARENCIES: Show students Transparencies 4 and 5 which will help students understand the construction of precedent diagrams. Note the two common errors made in designing precedent diagrams. The dangling activity is one that has no activity either before or after. The loop shows a circular pattern that leads back to a previously completed activity.

SIMULATION: Divide the class into small groups. Assign each group a project which might be typical of a child care program. For example, taking inventory of supplies and equipment, obtaining a license for a new program, or hosting an awards ceremony for volunteers at the center. Students might wish to work on a project of their own choosing. Ask each group to brainstorm to list all the activities that would be associated with accomplishing the project. Give each group a set of note cards to use in writing each activity. Using the note cards, ask students to construct a precedent diagram. Once a suitable chart is designed, students can copy it on a sheet of paper for future reference. Students might have their diagrams evaluated by other groups. If more than one group does the same project, it would be interesting to see if their precedent diagrams were similar. Key Questions: How can precedent diagrams be used in planning? How are they different from other types of planning tools? Why are they more difficult to construct than milestone charts or Gantt charts?

RESEARCH: Assign interested students to research an approach to management called "Management by Objectives."[NOTE: See James A. Lee's *The Gold and the Garbage in Management Theories and Prescriptions,* Peter Drucker's *The Practice of Management,* and George Odiorne's *Management Decisions by Objectives* as possible resources.] Have these students prepare a report or presentation for the class.

GUEST SPEAKER: Invite a business management professional to discuss the role of *forecasting* in planning. Key Questions: How can directors use such techniques to project future income, enrollments, etc. Why might forcasting be especially important in for-profit child care programs?

OBJECTIVE

Demonstrate effective organization skills.

LECTURE: Prepare and give a lecture on the function of organization in management. [NOTE: For more information see any basic management textbook. Check references listed at the beginning of this unit. The following activities focus on two basic aspects of organization in management, delegation and motivation. Organizational structure is discussed in Unit III, Personnel.]

TRANSPARENCY: Show students Transparency 6 which lists the three components of delegation. Responsibility is the same as the duties of a position or job. Authority is the rights and powers given to the person assigned the responsibility so that the job can be done. Assigning accountability means to make clear how performance is to be measured. Key Questions: What reasons can you give for the importance of communication in delegation? How does this transparency remind you of the three parts of an objective?

HANDOUT: Discuss Handout 7 with the class. Go over the steps involved in delegation. Key Questions: Why does the manager need to define clearly a person's authority? What happens if the person assigned the task is given too much authority or too little? In what ways does informing others of the person's authority contribute to the success of the assigned task? Why is it important to give the person time to work independently?

TRANSPARENCY: Show students Transparency 7 which lists some of the signs of failure to delegate. Key Questions: How can delegation prevent some of these problems? What other problems result if managers fail to delegate?

CASE STUDY: Read the following case study to the class. Then discuss the key questions. Ms. Paloma, the child care center director, wanted a parent newsletter prepared on the center's health policies. She decided to delegate the task to Ms. Stevenson. At their meeting Ms. Paloma told Ms. Stevenson what needed to be done. "Please have the newsletter ready to hand out by Friday afternoon." After studying the center's policy handbook, Ms. Stevenson drafted a copy of the newsletter which was then approved by Ms. Paloma. The newsletter was ready to be typed and copied. Ms. Stevenson explained to the center's secretary what needed to be done. The secretary, who was in no mood to hear about additional work, replied, "We're behind in posting fees and getting out letters about the next board meeting. I don't think we will have time to do this until next week. Besides, you are not authorized to use the petty cash for copying expenses." "But, Ms. Paloma asked me to have these ready by Friday afternoon for the parents," explained Ms. Stevenson. "Well, check with me Friday morning. Maybe you can use the typewriter," responded the secretary, "but, I don't think I'll have time to go out and get them copied for you." On Friday morning Ms. Stevenson was able to use the typewriter but could not get the newsletter copied. The secretary was absent. When Ms. Paloma asked for the newsletters, Ms. Stevenson had to tell her that they had not been copied. Key Questions: Why wasn't the task assigned to Ms. Stevenson accomplished? What could the director have done to prevent some of the problems Ms. Stevenson had? What steps in delegation were left out?

ROLE PLAY: Divide the class into several groups and ask them to role play the above situation using appropriate delegation techniques. Or, give groups different tasks which could be delegated by a director. Have one student play the director and other students play the staff. Let the groups share their role plays and discuss the part that delegation techniques played in each skit.

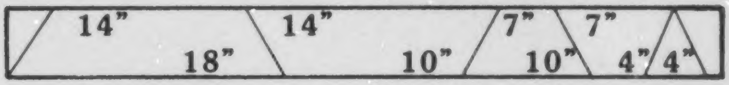
ROLE PLAY: Have students practice giving directions. Divide the class into pairs. Ask students to draw a slip of paper out of a box. Various kinds of tasks which can be delegated are written on the slips of paper. One student, in the role of the director, asks the partner, in the role of the employee, to do the task described on the slip of paper. The "employee" then gives the "director" feedback by repeating the directions in her or his own words. Together the two students determine whether the directions were given clearly. Students continue alternating roles after drawing new situations from the box.

CASSETTE TAPE: Use a cassette tape recorder to record the discussion of the following questions. Key Questions: What happens when the director delegates but cannot "let go"? In other words, the director stays on top of the project to such an extent that the director ends up doing most of the work anyway. What happens when recommendations from those assigned to come up with solutions or information are ignored and the director does it his or her own way? How are these issues related to motivation? After students have discussed these questions, play back the tape. Ask students to listen for the main ideas in the discussion. Invite the students, at any point, to stop the tape if new insights develop. After the students have listened to their tape, give them a copy of Handout 8, a self-evaluation for group discussion. Ask students to think about the quality of their participation in group discussions. Students might be encouraged to write down areas where they would like to improve their group discussion skills.

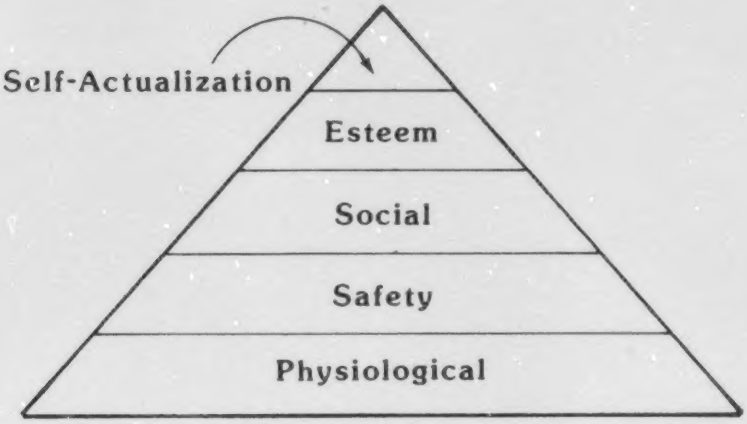
DISCUSSION: Divide the class into small groups. Ask each group to discuss the meaning of the term *motivation*. After discussing for a few minutes, ask the groups to draft a definition on paper. Invite groups to share their definitions. Discuss differences and similarities in the definitions and as a class decide upon the best definition or combination of definitions. [NOTE: Check your management references to be sure the definition the class develops is close to accepted definitions of management.]

BRAINSTORMING: Divide the class into small groups. Ask the groups to brainstorm to list all the things that they think are motivating to employees in child care. Individual groups might be asked to focus on one particular type of job. For example, one group might brainstorm about motivation for a center director, teacher, or cook. Invite the groups to share their lists of motivational factors. List these on the chalkboard and discuss. Ask the students to return to their groups and list all those things which they think are non-motivational. List these on the chalkboard and discuss. Key Questions: Which things are motivational regardless of the position held? Which things are non-motivational regardless of the position held? Explain how motivation might be affected by personality characteristics in the individual. Which factors are primarily motivational from within the individual? Which factors are primarily motivational from outside the individual? Why?

MODEL: Make a model to illustrate motivation in terms of Maslow's hierarchy of human needs. [PREPARATION: Using a 2" x 4" piece of lumber four feet long, cut diagonally across the board to create four trapezoids and one triangle. See the illustration below.



Sand the cut edges. On the two inch side, place the words that represent the human needs. See the illustration below. A similar model could also be made out of felt or poster board.]



In class, discuss Maslow's hierarchy of human needs. Place the first block, representing physiological needs, on the table first. Discuss. On top of this block place the second block representing the second need, safety. Continue until the pyramid is complete. [NOTE: For more information on Maslow's theory see *Motivation and Personality* by Abraham H. Maslow. A summary can be found in *Fundamentals of Management* by Donnelly, et al.] Key Questions: How does this model of human needs relate to motivation in the work place? How can an administrator of a child care program use this model in understanding employee motivation?

FELT BOARD: Use a felt board display to help students understand Frederick Herzberg's Two-Factor Model of motivation. [PREPARATION: From felt, cut a long strip to serve as a dividing line on your felt board. Prepare labels with sandpaper backing for the following phrases:

- Policy and management
- Supervision of tasks
- Relationship with supervisor
- Relationship with peers
- Relationship with subordinates
- Salary
- Job security
- Personal life
- Work conditions
- Status

(All of the above are considered maintenance factors or extrinsic motivators.)

- Achievement
- Recognition
- Advancement
- The work itself
- Potential for personal growth
- Responsibility

(All of the above are considered motivational factors or intrinsic motivators.)

Prepare two larger labels to serve as titles for the two columns: Maintenance Factors and Motivational Factors.] In class display the felt board with the two columns labeled. Discuss Herzberg's theory that certain aspects of a job are considered basic in order to maintain a minimum level of employee satisfaction. Other factors are not essential but help to promote higher levels of motivation and job satisfaction. Ask students to draw on a sheet of paper the two columns with headings as shown on the felt board. Explain to the students that you are going to put up 16 factors which fall into one of these two categories according to Herzberg. Place the labels on the felt board in a random order, not in the appropriate columns. Ask students to examine each factor and decide whether it is a maintenance factor or a motivational factor. Students then write these factors in the appropriate columns on their chart. After students have completed their charts, ask one student to come up and arrange the labels on the felt board as arranged on her or his paper. Ask the other students to consider the display and make suggestions for changes. Once the class is satisfied with the arrangement, show them the arrangement proposed by Herzberg. Key Questions: Why are six factors considered motivational and not maintenance? If a job is high in motivational factors, could an employee be satisfied if some of the basics were not present? Why? Discuss how jobs in the child care field fit into this model. In other words, explain how the work itself, pleasure in working with young children, may offset a less than desirable salary. What other examples related to this model can you discuss? [NOTE: For a summary of Herzberg see *Fundamentals of Management* by Donnelly, et al., or the original source *The Motivation to Work* by Frederick Herzberg, et al.]

DEBATE: Use a debate to help students explore the behavior modification approach to motivation in management. Select two teams of four or five students each. The rest of the class will be judges. One team will support the concept that "Behavior modification is the best approach to employee motivation in the child care program." The other team argues the opposite point of view. Give each team time to prepare their statements, being sure they can't be overheard by each other or the judges. [NOTE: This can be a *planned debate* where the two teams have time between classes to research the topic, or an *impromptu debate* where the planning session will last only 10 or 15 minutes during class. In this case a planned debate will bring more information to light.] Bring the two teams together. A spokesperson from each team will deliver the team's statement or argument during a five-minute period. Another short planning session is conducted in which each team plans a rebuttal to the opposing side. Finally, each team responds in a rebuttal through a spokesperson. The judges then indicate by ballot which team they believe had the best and most convincing case.

OBJECTIVE

Demonstrate the ability to evaluate.

TRANSPARENCY: Review Transparency 1 with students. Discuss the place of evaluation in management. Key Questions: What is evaluation? What is the purpose of evaluation? Why is evaluation important? What role do objectives established during planning play in the evaluation process? As students answer these questions, write their answers on the chalkboard.

LISTS: Ask the students, "What can be evaluated in a child care program?" Lead the class in brainstorming and list all possible answers on the chalkboard. Key Questions: How can you organize this list? What categories seem apparent?

TRANSPARENCY: Show students Transparency 8 after conducting the above discussion. Examples of some areas that can be evaluated are listed. Key Questions: What additional categories could be listed? What examples can you give for these categories?

DISCUSSION: Use the inner and outer circles discussion technique to discuss the question "When should evaluation take place?" Students should back their comments with experience or references from their readings. [NOTE: The inner and outer circles discussion is conducted by dividing the class into two groups and arranging them in circles. The inner circle is surrounded by the outer. Give students the question or statement to be completed. The inner circle discusses the question for four minutes while the outer circle listens. Groups change places and the second group discusses the question, commenting upon remarks made by the first group. If needed, the first group can return to the inner circle and rebut any comments made by the second group.]

HANDOUT: Give students a copy of Handout 9 which lists some evaluation activities appropriate for child care programs. Key Questions: Are these activities formal or informal? Why? Help students make a distinction between formal and informal evaluation.

DISPLAY: Ask students to collect various evaluation tools or instruments and prepare a display for the class. On each type of evaluation tool, have students place a card which tells how the instrument could be used. [NOTE: Students might collect such tools from references or by contacting child care programs in your area. If time permits, some students might like to write to child care programs in other cities or states and ask them for copies of evaluation tools that they use. Also, many businesses use evaluation tools. Several students might investigate this avenue.]

RATING SCALES: Divide the class into several small groups. Ask each group to develop a rating scale which could be used to evaluate some aspect of a child care program. For example, have a group develop a rating scale for parents which gives them the opportunity to evaluate their satisfaction with the program or a rating scale which employees can use to evaluate the effectiveness of their director. After groups have developed their instruments, ask them to exchange with another group. The groups then examine the rating scales and suggest ways to improve them. After this feedback, the scale is returned to the original group and revised accordingly.

HANDOUT: Give students a copy of Handout 10 which is an exercise in using the critical incident evaluation technique. Key Questions: How can this technique be applied in the child care program? What cautions should be taken when interpreting the results of this evaluation method? Why? [NOTE: See "Making Evaluation Work in Child Care" by Dick Rowe in *Child Care Information Exchange*, November 1978.]

ABSTRACTS: Ask interested students to read journal articles on empirical or research-oriented evaluation in child care. Each student writes an abstract or summary of the article and makes suggestions on how this information can be applied. [NOTE: A starting place for students might be a reading of Chapter XI, "Evaluation Methods for Early Childhood Program Personnel," in *Administering Day Care and Preschool Programs* by Donald T. Streets (ed.).]

OBJECTIVE

Demonstrate the ability to communicate effectively.

DISCUSSION: Write on the chalkboard the question "What is communication?" Ask each student to write what the answer might be. Have students share their definitions of communication. Discuss. Point out that communication is a two-way process involving sharing and understanding between two or more persons. As a class decide on the best definition of communication. Key Questions: How were your definitions of communication different and alike? What reasons can you give to explain differences and similarities? What role does communication play in a child care program?

TRANSPARENCY: Review Transparency 1 with students. Discuss again the relationship of communication to all the other functions of management.

DEMONSTRATION: Send one student out of the room. Give students a copy of a handout showing the two geometric designs below. Select a second student to participate in the demonstration by asking him or her to face away from the chalkboard. Ask the first student to return to the room and take a place at the chalkboard. The second student's task is to tell the first student how to draw Figure #1 on the chalkboard. The first student cannot ask questions and the second student cannot see what the first student draws. Repeat the demonstration with Figure #2, except that the two students can face each other and may communicate. Compare the results of the two demonstrations. Key Questions: How does this demonstration illustrate the importance of clear communication? How could failure to communicate contribute to unsatisfactory relationships in the work place?

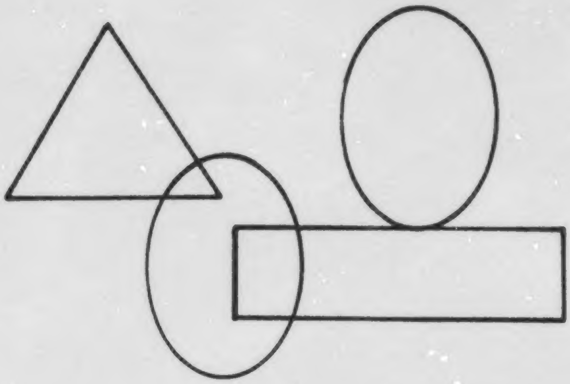


Figure 1

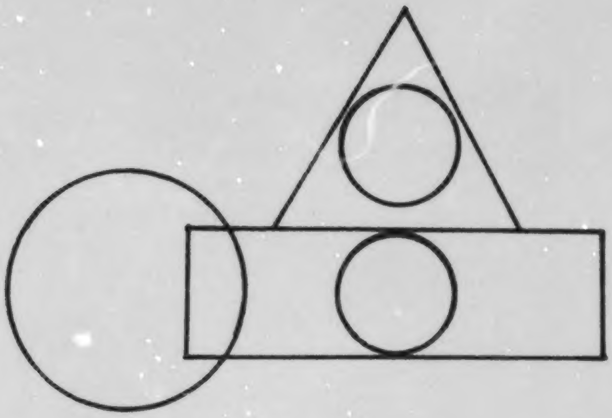


Figure 2

TRANSPARENCY: Show students Transparency 9 on the process of communication. Explain the terms used. *Encoder* includes the words used, the emphasis, and the style of communication. The medium of communication could be verbal or nonverbal. The *decoder* includes perceptions, attitudes, and feelings. The *censor* may be a conscious or unconscious block to receiving or sending messages accurately. Point out that in all steps of the process the ideas, feelings, perceptions, and attitudes of the speaker and listener will affect the communication given and received. Key Questions: How does the communication process work? Why can misunderstandings occur easily?

POSTER: Distinguish between verbal and nonverbal communication by using a poster similar to the information below. Ask students to give examples of each type of communication.

Verbal communication is based on . . .
- Words
- Symbols
- Ideas

Nonverbal communication is based on . . .
- Facial expression
- Movements
- Posture
- Tone of voice

RESEARCH: Ask interested students to research for information about *body language*. Students can prepare and give a demonstration or report to the class. [NOTE: Suggest references such as *The Unspoken Dialogue: An Introduction to Nonverbal Communication* by Burgoon and Saine, or *You Don't Say: How People Communicate Without Speech* by Pizer. See Bibliography for complete information.] Key Questions: What happens when a verbal message is accompanied by a conflicting nonverbal message? What implications from your study of body language can you make for managers?

TRANSPARENCY: Show students Transparency 10 which illustrates several forms of communication networks. Each circle represents a person. The communication in the chain model passes from one person to another. The circle model shows how communication flows from one person to others and back again. The "Y" model shows how communication can come from two different sources then pass on to another. The wheel shows one person at the center who communicates to four others. The all channels model shows members of a group communicating equally. Key Questions: What examples can you give to illustrate each of these models? Which models seem to work best? Why?

BOOK REPORTS: Two systems of child guidance also include valuable approaches to communication. Ask students to read and report on *Parent Effectiveness Training* (P.E.T.) or *Teacher Effectiveness Training* (T.E.T.) by Thomas Gordon or to study the STEP program (Systematic Training for Effective Parenting) by Don Dinkmeyer and Gary McKay. Key Question: What applications of these communication models can you see for child care program management? Students might create some role plays or demonstrations on these communication techniques.

TRANSPARENCY: Show students Transparency 11 which illustrates several roadblocks to good listening. Explain the importance of good listening skills in the communication process. The brain can process more than 600 words per minute, yet we can only speak about 100-125 words per minute. During the time that a person is listening, there is plenty of time for other thoughts to be processed in one's mind. It is always harder to listen to someone with whom you disagree than to someone who thinks the same as yourself. Emotions can cloud the message you receive from someone else. Another block to good listening is planning your response while someone else is talking. Key Questions: With these factors in mind, what guidelines can you offer for developing good listening skills? What can you think about during the time you are listening? What should you do if your mind wanders and you miss something? Ask students to develop a set of guidelines for future reference.

ROLE PLAY: Divide the class into pairs. Ask students to practice active listening through giving feedback to the speaker. Active listening involves repeating back to the person what you think that person was saying. For example, someone might say, "My director likes to give us our schedules the week before. It makes it hard for me to make any plans since the schedule changes every week." The active listener would reply, "You ha[illegible] hard time making your own plans because your director likes to change your schedule every week."

Give the students a topic to discuss. Each student takes a turn at active listening. After the experience, ask students to share their thoughts and feelings. As a follow-up activity, ask students to act like poor listeners. Students can then discuss the difference in the ways that they felt when someone was actively listening and when someone was not listening at all. Key Question: How did you know that the listener was not really listening?

CASSETTE TAPES: Set up a learning center with cassette tapes on communication skills. Provide a set of questions for each cassette for students to answer as they listen. [NOTE: One series with tapes on several topics is *Strategies for Successful Communication.* See the Bibliography for more information.]

BULLETIN BOARD: Use a bulletin board as a group or class project to summarize information about good communication skills. Titles for a bulletin board might be "Keys to Good Communication" or "Communication in Management." Students can display their bulletin board somewhere on campus or at a child care facility.

Leadership

OBJECTIVE

Outline characteristics of an effective leadership style.

DISCUSSION: Write on the chalkboard, "Leadership is a way of influencing others to follow willingly." Ask students what this statement means. Key Questions: How is leadership different from management? Are all managers leaders? Why? What are leadership traits? Is there only one best way to lead?

CASE STUDIES: Ask each student to think about a person that they have known who could be called a good leader. On a sheet of paper students can write a description of an incident in this person's life which illustrates leadership capacity. Collect the papers. Read and discuss the cases with the class. [NOTE: Ask students to use fake names when describing their leader so that the focus is on the traits and not a particular person.] Key Questions: What common traits can you note among each of these individuals? On the chalkboard, make a list of leadership traits or characteristics.

HANDOUT: Give students a copy of Handout 11 which summarizes some of the research on leadership traits. Compare this list to the list that students developed as a result of their discussion in the above activity. Key Questions: Which of these traits seem to be most important? Would someone with these traits always make an effective leader? Why? How are these traits developed in individuals?

TRANSPARENCY: Show students Transparency 12 which illustrates one model of leadership. Review the characteristics of each leadership style. Key Questions: What kind of leadership style best fits your personality? Why? When might it be wise for a director to use all three styles, depending on the situation? Give examples of when a director might need to be authoritarian, democratic, or laissez-faire.

DISCUSSION: Divide the class into two groups. Give Group A Handout 12 which describes Douglas McGregor's Theory X. Give Group B the description of Theory Y on Handout 13. Ask members of the groups to read their handout and think of an example which would tend to support the truth of the theory. Each member then shares one example (based on personal experience) which would support the theory. As a group students then discuss the validity of the theory. Have the groups trade handouts and repeat the experience with the other theory. As a class bring together the thinking from both experiences. Key Questions: Which leadership theory would be most effective? Why? Share with the class McGregor's feelings that managers should strive for a Theory Y pattern. [NOTE: For more information on this topic see Douglas McGregor's *The Human Side of Enterprise.*]

TRANSPARENCY: Show students Transparency 13 on dualistic leadership models. Many leadership theories compare two dimensions or traits. [NOTE: Model I is the Tannenbaum-Schmidt model. See "How to Choose a Leadership Pattern," *Harvard Business Review,* May-June 1973, pp. 162-80. Model II shows the design of Blake-Mouton described in *The New Managerial Grid* by Robert R. Blake and Jane S. Mouton. Model III is based on research conducted at Ohio State University. See Abraham K. Korman's article, "Consideration, Initiating Structure, and Organizational Criteria--A Review," in *Personal Psychology,* Winter 1966, pp. 349-361. Model IV is the Likert model. See *New Patterns of Management* by Rensis Likert.] Key Questions: What do these models have in common? Are the two traits shown in each mutually exclusive? In other words, if a leader has one trait, does that mean that the other trait is less or not present? Why? Which side of each model is most effective? Why?

GROUP PROJECT: Assign a group of students to investigate the managerial grid theory of leadership. Refer students to *The New Managerial Grid* by Robert R. Blake and Jane S. Mouton. Ask students to develop some learning activities to teach the concepts in this book to other students in the class. The subject lends itself to transparencies, role plays, and case studies. Set aside a class period or time for students to present their learning activities. Key Question: How does this theory compare to other theories of leadership?

TRANSPARENCY: Show students Transparency 14 which focuses on some myths about leaders. Discuss each of the myths with the class. Key Questions: From where did these myths come? What happens when a director holds these expectations for herself or himself as a leader? Point out that when directors hold such expectations they may act in ways different from the ways in which they really think. By doing this, directors set themselves up for a no-win situation. When they can't live up to these ideals, they may label themselves as inadequate. [NOTE: For a more in-depth discussion on this and a related leadership theory, see "Know Thyself–The Key to Improving Your Leadership Style," by Joan Wofford in the *Child Care Information Exchange,* November 1979. Or, see *Leadership and Learning* by Jentz and Wofford.]

BOOK REVIEW: Ask several interested students to read Alice G. Sargent's book *The Androgynous Manager.* [NOTE: See the bibliography for complete information.] The thesis of her book is that certain traits considered typical of women make good sense in terms of management. The androgynous manager is a blend of traits, neither entirely masculine nor feminine. Students reading the book might give the class a presentation in the form of a panel discussion.

OBJECTIVE

Evaluate the impact of good work habits on leadership ability.

BRAINSTORMING: Divide the class into small groups. Provide each group with a large sheet of paper and felt-tip markers. Ask the groups to brainstorm about what work habits of a director might influence employees. Have the groups write down their ideas and then share lists with the other groups. Discuss the role that work habits play in leadership ability.

TRANSPARENCY: Show students Transparency 15 which lists some good work habits. Discuss each. Ask students to give examples to illustrate these points. Key Questions: When a director has these good work habits, what is being communicated to the staff? Should a director expect these same good work habits from employees?

CHECK LIST: Give students a copy of Handout 14 which is a self-check list of work habits. Ask students to rate themselves. Encourage students to use the check list to improve their work habits. Students might make a personal plan for improvement.

CASE STUDY: Read the following case study to the class. Mr. Heinrich was the new executive director of a child care system. The system consisted of four centers in a large city. During his first three months on the job Mr. Heinrich scheduled four meetings with the center directors. Mr. Heinrich was over 30 minutes late to three of the meetings. He gave a good reason for being late each time. The fourth time, he forgot the meeting entirely and did not attend. One day a special meeting was called. A representative of the state licensing office wanted to meet with the directors to go over some new regulations. The meeting was scheduled to start at 10:00. By 10:30 only one of the directors had arrived. Mr. Heinrich was very embarrassed when the licensing representative asked that the meeting be rescheduled. "I just can't understand, these directors are usually so dependable. Something will have to be done about this!" Key Questions: What was happening here? How do you think the center directors felt? What might the licensing representative have thought? What can Mr. Heinrich do about this situation? Why is it so important to be dependable?

DISCUSSION: Write on the chalkboard an often heard phrase: "Time is money." Ask the class to discuss the meaning of this phrase and whether it applies to the child care work environment. List ways that this phrase is true in the child care setting.

HANDBOOK: Ask a group of students to prepare a handbook on time management for child care program directors. This might be a project for the entire class. Assign various sections or chapters to individual students or groups. Topics to include might be prioritizing, organizing the work environment, making lists, doing top priority work first, delegating, and planning. Compile the sections and make copies of the handbook for each member of the class. The handbook would also be appreciated by the center directors of your lab schools or field sites. [NOTE: Suggest students read *How to Organize Your Work and Your Life* by Robert Moskowitz or *Every Woman's Guide to Time Management* by Donna Goldfein. Be sure that students cover this topic thoroughly as it is very important for child care center directors.]

OBJECTIVE

Assess the importance of a professional demeanor and appearance.

DISCUSSION: Use the inner and outer discussion technique to discuss the following open-ended sentence: Professional demeanor and appearance are important for child care center directors because . . . . . [NOTE: The inner and outer circles discussion technique is described more fully on pages 24 and 25.]

POSTERS: Divide the class into pairs or groups of three. Ask groups to develop a poster illustrating a tip on etiquette that would apply to child care center directors. For example, how to introduce people, expressing gratitude, telephone manners, writing letters, preparing an informal luncheon, and when to pick up the tab at a business lunch. Ask students to share their posters. [NOTE: For some ideas in this area see Letitia Baldrige's *The Amy Vanderbilt Complete Book of Etiquette.* The purpose of this type of activity is to give students a sense of good manners which will help them be successful as business managers.]

TRANSPARENCY: Show students Transparency 16. Both of these persons are child care center directors. Key Questions: Which one would most people think is an effective and successful leader? Why? Discuss the impact of appearance on leadership effectiveness. What does a neat and well-groomed appearance communicate?

BOOK REPORTS: Ask interested students to read Janet Wallach's *Working Wardrobe: Affordable Clothes That Work for You!*, Ruth Tolman's *A Woman's Guide to Business and Social Success*, or Marge Swenson's and Gerrie Picnking's *New Image for Men: Color* *and Wardrobe*. Provide further insights from John Molloy's *Dress for Success* (for men) or *The Woman's Dress for Success Book*. Ask students to share information with the class about theories for professional dressing. Key questions: How do these theories apply to the child care center director? Does a director need to wear a suit to work every day?

GUEST SPEAKER: Invite a fashion consultant or related professional to visit with the class about dressing for a career on a budget. Have the speaker focus on concepts such as investment wardrobes, coordinated wardrobes, and comparative shopping.

MODELS: Ask interested students to study various books on dressing for a career or business. In presenting the information to the class, ask the students to model or have other students model various clothing concepts. Students who wish to apply some of this information might want to devise personal plans for improving professional appearance. Students might work with a partner who will give support and feedback. [NOTE: See references at the beginning of the unit for suggested books. Help students keep in mind that the goal is a neat, well-groomed professional appearance and to use one's resources fully, not to make the cover of a fashion magazine.]

DISCUSSION: Discuss some of the following questions with the students. Key Questions: When is it most important to have that "professional business" look? When might it be inappropriate to dress "professionally"? How might local cultural values impact on a director's style of dress? How can directors combine sensible dress for working with children and the "professional" look?

Board of Directors

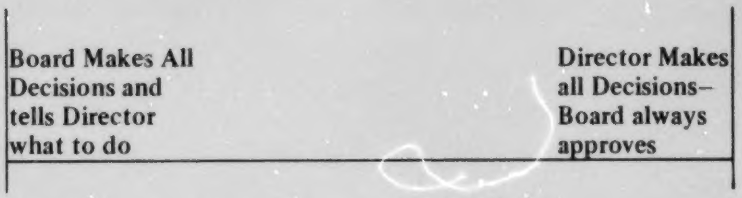
OBJECTIVE

Determine the role of the child care program administrator in relation to a board of directors.

DISCUSSION: Share with students information regarding the purpose and organization of a board of directors as stated in your state's licensing standards. Review state laws on incorporation and their relationship to child care programs. Key Questions: What is the function of a board of directors? Why is it a good idea to have a board? What are some of the board's responsibilities?

BRAINSTORMING: Divide the class into two groups. Ask one group to brainstorm about the director's responsibility to the board of directors. Ask the other group to brainstorm about the board's responsibilities to the director. Provide each group with poster board and felt-tip markers to make a list of their ideas. After groups have finished, compare the lists. Key Questions: Which responsibilities are identical? Which seem to be exclusively the director's or the board's? How are these responsibilities clarified when a new program is developed? when a new director is hired? Does every program have to operate along the same lines? Why?

DIAGRAM: Draw on the chalkboard a diagram similar to the illustration below. The relationship of the board to the director usually falls somewhere along this continuum from the board which makes all decisions to the board that approves anything the director recommends. Discuss the advantages and disadvantages of each extreme. Key Questions: How might the type of program influence the relationship between the board and the director? What effect would the leadership style of the board's chairperson have on the relationship? What effect would the leadership style of the director have on the relationship? In interviewing for a director's position why is it important to find out about the board of directors?


Board Makes All Decisions and tells Director what to do
Director Makes all Decisions– Board always approves

DISPLAY: Collect and display by-laws from various child care program boards. Ask students to examine each set and develop an outline of the parts of a set of by-laws. Key Questions: Why are by-laws necessary? How are they developed? How can by-laws be changed? How do by-laws help ensure the success of a child care program?

DISCUSSION: Discuss with students the composition of a board of directors. Key Questions: Who should serve on a board and why? For what reasons is it a good idea to represent the parents? For what reasons might the caregivers be represented on the board? Should the director be a voting member of the board or an ex-officio member? How important is a person's community influence or financial resources when being considered for a board position?

TRANSPARENCY: Show students Transparency 17 which lists the standing committees of a board of directors. Discuss the role of each committee. Key Questions: How might functions overlap between committees? How can committees communicate to avoid a duplication of efforts? How can board members be placed on committees so that work load is equalized? When might other types of committees be appointed? Point out that much of a board's work is done in committees, reported to the entire board, and then approved.

HANDOUT: Give students a copy of Handout 15 which gives some guidelines for policy making. One of the main functions of a board is to develop or approve policies. In many cases the director proposes policies to the board for their approval. Key Questions:

Why must directors and boards have written policies? Give reasons why great care must be taken when developing policies. How are policies used to establish routine procedures?

FOLDER EXCHANGE: Use folders with discussion questions to help students explore some of the challenges directors and boards may encounter. [PREPARATION: Using a felt-tip marker write on the outside of several file folders an example of a situation which may be a challenge to a director in working with a board. For example, the board does not approve a director's recommendations for a change in policy, the board is weak and needs too much of the director's time in order to function, the director feels that every decision must first be approved by the board, the director finds it difficult to get along with one particular board member, the board membership is always changing and new policies are frequently given, etc. The situations can be even more specific. Inside the folders place several copies of a sheet with discussion questions such as, "How might the director handle this situation?" "What factors contribute to this situation?" "What steps should the director take?" "What might the director learn from this experience?" Leave space for the groups to write their answers.] Divide the class into groups so that each group has a different folder. Give each group a number. Ask each group to discuss and answer the questions on the enclosed sheet. Give the students about five to 10 minutes for their discussion. After each group has discussed and answered the questions, they are to fold their sheet in half so the answers do not show, and write their group's number on the outside. Now the groups exchange folders and repeat the same steps. When they are finished answering the questions, they can unfold and compare the answers of the previous groups to theirs. Exchange continues until each group has their first folder back.

PANEL DISCUSSION: Invite several members from various boards of directors of child care programs to participate in a panel discussion. Ask each to describe how their board operates, how meetings are conducted, how new members are recruited, and the relationship between the board and the director. Allow time for students to ask questions.

ROLE PLAY: Have students role play a meeting of a board of directors. Prepare a typical agenda. Assign roles to the members. For example, one student should be a parent, one acts as the director, another a lawyer, etc. Decide who will function as officers. [NOTE: It might be useful at this point to introduce students to *Robert's Rules of Order* by Henry M. Robert. Many formal meetings are conducted according to the guidelines set forth in this book.]

General Competencies
Unit I Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. ______ The function of management which connects all other functions together is
   A. planning.
   B. communicating.
   C. organizing.
   D. evaluating.

2. ______ An administrator is a person who
   A. supervises a group of preschool children.
   B. conducts an annual audit of a business' books.
   C. manages the affairs of an organization.
   D. is elected to the board of directors.

3. ______ Ms. Chin, the director, calls together several caregivers to discuss what will be done during Black Awareness Week. The caregivers offer several good ideas. This thinking which occurs before action is taken is known as
   A. planning.
   B. evaluating.
   C. implementing.
   D. organizing.

4. ______ An objective which has all three parts is
   A. "The Center will make more money."
   B. "Each parent will come to a conference with the caregiver upon invitation at least twice during the coming year."
   C. "The board of directors will meet."
   D. "There will be more harmonious relationships among staff members at the child care center."

5. ______ The steps in planning involve
A. 1) deciding what activities need to happen first, and 2) writing specific objectives.
B. 1) determining goals and objectives, 2) assessing resources, and 3) planning the sequence of events.
C. 1) gathering personnel, 2) purchasing supplies, and 3) developing a timetable.
D. 1) writing objectives, 2) preparing a sequence of events table, and 3) gathering information.

6. ______ A planning chart which uses horizontal bars to represent the duration of an activity is a
A. Gantt chart.
B. milestone chart.
C. precedent diagram.
D. PERT chart.

7. ______ When making decisions, it is most important to keep
A. priorities in mind.
B. careful records of relevant facts.
C. the employee happy.
D. a decision-making grid handy.

8. ______ Mr. O'Banion, the director, asked the center's secretary to prepare a bulletin board for the entryway. He gave the secretary a budget and a timetable. The display would have to be ready by the next week, before the board of directors' meeting. When the job was done, the director was disappointed in the quality of the work. The night before the board meeting, Mr. O'Banion took down the display and put up one of his own. In this example of delegation, the director failed to
A. watch the secretary do the work.
B. assign accountability.
C. give authority.
D. assign responsibility.

9. ______ According to Herzberg's model, employees are intrinsically or extrinsically motivated by
A. work conditions.
B. relationship with supervisor.
C. salary.
D. achievement.

10. ______ An evaluation technique in which an individual is asked to relate examples of the best and the worst is known as the
A. criterion-referenced techniques.
B. critical example.
C. critical incident.
D. critique of extremes.

11. ______ The main purpose of employee evaluation is to
A. identify the best employees.
B. support the manager's role as leader.
C. improve performance or revise plans.
D. provide documentation for employee records.

12. ______ Nonverbal communication does *not* include
A. facial expression.
B. written words.
C. posture.
D. tone of voice.

13. ______ Active listening involves
A. restating what the speaker said.
B. sending I-messages.
C. carrying out the instructions of the speaker.
D. listening while working.

14. ______ The director exhibiting a laissez-faire style of leadership is:
A. Mr. Putnam. After all the staff was assembled Mr. Putnam told them that some parents had complained that their infant was not clean when picked up. He said, "Let's discuss this. What ideas can you suggest for solving this problem?"
B. Ms. Ramos. After listening to the angry parent, Mrs. Ramos said, "These things take time. I'm sure the staff can handle this problem. Your baby will be fresh as a daisy when you come. Come see me if things don't work out."
C. Mr. Little Soldier. Realizing there was a problem with infant caregiving, Mr. Little Soldier called in the three caregivers for a problem-solving session. After considering all the suggestions he decided to hire a part-time caregiver to help out in the afternoons.
D. Ms. Isaccs. Not wishing to receive any more complaints, Ms. Isaacs developed a set of guidelines for the infant caregivers. "I expect you to follow these steps exactly. We can never be too careful with our babies."

15. ______ Ms. Juarez believes that the caregivers at her center care about their work. She gives them room to develop their own style of teaching. As a director she feels her job is to create a positive atmosphere for the employees and children. According to McGregor's theory, Ms. Juarez would be a
A. Theory W manager.
B. Theory X manager.
C. Theory Y manager.
D. Theory Z manager.

16. ______ The leadership module based on Blake and Mouton's new managerial grid compares
A. consideration to initialing situation.
B. job-centered orientation to employee-centered orientation.
C. the boss to the subordinate.
D. concern for production to concern for people.

17. ______ Effective leaders
A. are invulnerable.
B. can work independently.
C. always maintain control.
D. are liked by all.

18. ______ Good work habits are important in developing leadership ability because
A. they set a positive example for employees.
B. the majority culture values hard work.
C. most job descriptions for day care director spell out these as a requirement.
D. they shows more concern for the work than the employees.

19. ______ Time management is basically a matter of
A. watching the clock.
B. knowing what is most important.
C. detailed daily schedules.
D. taking care of matters immediately.

20. ______ The director who is most appropriately dressed for the occasion is
A. Ms. Hing who wore a silk dress on the day she was to assist the cook.
B. Mr. Edwards who wore cut-offs to the board of director's meeting.
C. Ms. Jackson who wears a skirted suit to give a speech at the community service club luncheon.
D. Mr. Miller who wore jeans to a parent meeting.

21. ______ The board of directors of a child care program is
A. usually appointed by the center director.
B. an advanced form of advisory committee.
C. the legal governing body.
D. designed to meet the needs of a funding agency.

22. ______ The financial, nominating, executive, personnel, and program committees of a board of directors are known as
A. flex-committees.
B. permanent committees.
C. temporary committees.
D. standing committees.

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DIRECTIONS

For Items 23-25, write a short essay.

23. Discuss how Maslow's hierarchy of human needs relates to motivation in management.

24. Explain the communication process. Why is communication a two-way process?

25. Describe your leadership style or the style you would like to have. Explain.

Performance Objectives

Regulations and Legal Concerns

Unit II

Regulations

- Become familiar with state licensing and funding agency regulations for child care programs.
- Identify local health and safety regulations which apply to child care programs.
- Explain regulations concerning the legal structure of a child care program.
- Summarize regulations which concern an employer in a child care program.

Legal Concerns

- Analyze a child care program's potential for liability.
- Develop guidelines to protect a child care program from liability.
- Discuss the provision of adequate insurance coverage.
- Determine how contracts are made with companies and individuals for services.
- Develop procedures for recovering deliquent fees.
- Establish guidelines for working with parents, children, and the court in child custody disputes, child abuse cases, or other litigations.
- Develop guidelines for selecting and working with legal counsel.

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Suggested Classroom Experiences

Regulations

OBJECTIVE

Become familiar with state licensing and funding agency regulations for child care programs.

TRANSPARENCY: Show Transparency 18 to students and discuss the purpose of regulations. Key Questions: Why is child care such a heavily regulated industry? What effect does regulation have on the cost of providing child care? Do you think regulations are important? Why? Is child care over-regulated? Why? Is child care under-regulated? Why?

TRANSPARENCY: Show Transparency 19 which lists regulations that often affect child care programs. Key Questions: How does a director find out about regulations in the locality where the program is to be? What kinds of agencies are involved in enforcing these regulations?

TRANSPARENCY: Show Transparency 20 to students as an introduction to state licensing standards. Most standards are organized into categories which cover these areas. Ask students to examine their state's standards and find where each of these areas are addressed.

LECTURE: Give a lecture on the history of the minimum or licensing standards for your state. Explain how and why the standards were developed. Emphasize that the standards are considered minimums. Just because a program meets the minimum standards does not mean that the program is high quality. Quality programs often go beyond the minimums. Key Questions: Should all child care programs be required to meet the minimum standards? Why? What happens if a program is unable to meet one or two minor requirements but otherwise has a good program? Should such a program be given an exception?

GAME: Play a seek and find game with students to help them become familiar with the state licensing standards. Provide each student with a copy of the standards. Ask students to read and study the standards the week before the class in which you wish to play this game. Before class, select several key statements from the standards which are important for students to know. Write these on note cards, noting the page where the statement can be found. To play the game, read a statement to the class. Set a one minute timer. Students have one minute to locate the passage in the standards. At the end of one minute ask one student to tell you where the passage can be found. Continue with the next statement. Students can keep a personal score on how many statements they were able to find in one minute. One point can be given for each success. At the end of the game, give students a rating scale so they can evaluate their familiarity with the standards. For example, if you read twenty statements, a score of 20 to 17 might mean that the student knows the standards well. A score below 10 might mean that the student needs to study the standards more. Students can evaluate their own performance.

PUZZLES: Divide the class into small groups. Ask each group to develop a puzzle or quiz on the standards. For example, students might devise a crossword puzzle, a matching quiz, or a fill-in-the-blank quiz. After the groups have finished their puzzle or quiz, they can exchange them among other groups who try to solve them. If time permits, you might collect the puzzles and quizzes at the end of one class and make enough copies for students to use the next class period.

PANEL DISCUSSION: Invite a director, board member, and licensing representative to visit with the class about obtaining a license for a child care program. Allow each speaker to present his or her experience with licensing. Speakers can focus on special concerns and problems. Provide time for students to question the panel.

DISPLAY: Prepare a display of some type to familiarize students with various official documents associated with obtaining a license for a child care program. A series of posters or a bulletin board might be made. Key Questions: Why are such documents necessary? Why should directors be especially careful in completing these forms accurately?

CHECK LIST: Use your state's licensing standards to prepare a check list for obtaining a license. List the steps to be taken and provide a space for checking off each step as it is taken. Make copies and give to students as a handout. Key Question: What advantages can you name for using a check list to guide you through the licensing process?

REPORTS: Ask several interested students to investigate regulations associated with various funding agencies. For example, some programs receive funds from state agencies or the federal government. These programs must often meet standards over and above the minimum standards for the state. Have these students prepare and give a report to the class. Key Questions: In what ways is the director's job affected by additional paperwork required by funding agencies? Why are requirements for funding agencies often more than state minimum standards?

OBJECTIVE

Identify local health and safety regulations which apply to child care programs.

INTERVIEWS: Prepare a list of local agencies which require child care programs to meet certain regulations. Divide the class into teams of two or three. Have each team go to one of the local agencies to find out about that agency's regulatory function. Be sure students have a list of prepared questions and call to make an appointment. The interview should be kept short. If possible, have students bring back copies of relevant literature and forms to share with other class members. Each team reports its findings to the rest of the class.

GUEST SPEAKERS: Invite guest speakers from various local health and safety agencies to come and speak about regulations affecting child care programs. If possible, have the speakers bring relevant literature and forms.

CHECK LIST: Have students study the local health and safety regulations which apply to child care programs. Based on their study, ask students to devise a check list which could be used by a director just beginning a child care program. Students can compare lists and revise accordingly.

OBJECTIVE

Explain regulations concerning the legal structure of a child care program.

TRANSPARENCY: Show students Transparency 21 which lists the three types of legal structures. Discuss each type. [NOTE: For details, see one of the references listed at the beginning of this unit.]

POSTERS: Divide the class into three groups. Give each group a poster board and felt-tip marker. Ask the groups to write down the characteristics of one of the types of legal structures. Assign one type to each group. After the groups are finished, have them share their posters with the rest of the class. [NOTE: This activity should follow a lecture on this topic or the student's readings in this area. A good reference for students and instructors is William Aikman's *Day Care Legal Handbook* which is available through ERIC (Document Reproduction No. ED 145-925). Also, students need an understanding of the term *liability* in order to grasp the characteristics of legal structures. Liability in a legal sense refers to being responsible (usually financially responsible) for anything that goes wrong.]

TRANSPARENCIES: Have students examine Transparencies 22-24. This series shows the advantages and disadvantages of each type of legal structure. Key Questions: Which kinds of legal structures would work for a child care program? Which one would have the most advantages? Why? If a program is to be not-for-profit, what type of legal structure must it have?

SURVEY: Arrange for the class to survey child care operations in your area. Have one student call each establishment and find out about the legal structure. Using the chart on Handout 16, have students analyze their findings. Key Questions: Which type of legal structure seems to be the most popular? Are all not-for-profit programs incorporated. Are privately owned businesses usually sole proprietorship, partnership, or corporation? If you were to open your own child care program, which legal structure would you prefer? Why?

RESEARCH REPORTS: Ask interested students to find out about the various types of partnerships. In class have them report on limited and general partnerships and their advantages and disadvantages. Also, have students find out about the importance of partnership agreements. [NOTE: Refer students to references listed at the beginning of this unit or have them check with the Small Business Administration for literature on this topic.] To make their presentations more interesting, students might find and invite a partner from each of these types of partnership structures to speak to the class. The guest speakers could be from businesses other than child care.

GROUP PROJECT: Divide the class into groups of about five students. Ask each group to find out how businesses are incorporated in your state. Ask at least one group to focus on the not-for-profit business. Have students in each group develop a time line or check list of procedures which must be followed in order to incorporate. If possible, they might obtain copies of forms used in this process from the state office which is responsible for incorporating businesses. Have groups share their findings as a self-check. Key Question: What are the differences between profit and not-for-profit corporations?

EXHIBIT: Obtain from various incorporated child care programs copies of their Articles of Incorporation and By-laws. Ask students to examine these documents and develop an outline of their contents. Key Questions: What is the purpose of the articles of incorporation? What key elements do they contain? To what agency are they submitted? What are the by-laws? How are they developed? What key elements do they contain? Must these be submitted to a state agency when incorporating? How do articles of incorporation and by-laws help a child care program become successful? If a child care program is a sole proprietorship or partnership, what documents might be developed to serve some of the same functions as the articles of incorporation or by-laws?

SIMULATION: Divide the class into groups. Each group is to represent the board of a not-for-profit child care corporation. Using as many of the real documents and procedures as possible, have the groups go through the process that a board would go through in becoming incorporated. The groups would develop articles of incorporation, by-laws, etc. After the simulation, which might take more than one class meeting, have students share their experiences. Ask students to evaluate what elements of the process seemed most comfortable to them and what elements of the process still remained confusing.

PANEL DISCUSSION: Invite members of a board of directors to visit with the class about incorporating. Board members from different programs can describe their experiences in becoming incorporated. Ask students to prepare a list of questions for the panel ahead of time. The questions should be more meaningful if developed after the simulation experience described in the activity above.

PUZZLE: Give students a copy of Handout 17, a vocabulary cryptogram, which will help them review the terminology associated with legal structures. [NOTE: Answers can be found in the Answer Key at the back of this guide.]

OBJECTIVE

Summarize regulations which concern an employer in a child care program.

TRANSPARENCY: Using Transparency 25 as a guide, go over each form of regulation listed. [NOTE: More information regarding hiring practices is found in Unit III, Personnel. Also, the mechanics of payroll deductions for social security and income taxes are discussed in Unit IV, Finances. A good reference for this transparency is an article by Carol S. Stevenson, "Employee Taxes and Benefits." See bibliography for more details.]

GUEST SPEAKER: Invite a child care program director or state agency representative to speak with the class about state unemployment insurance. Key Questions: What are the current rates? How are rates determined? Are all businesses required to pay? What types of organizations are exempt from paying premiums? How does the payment by claim method work? How do employers contest a former employee's claim to unemployment insurance?

INTERVIEWS: Send students out to interview insurance agents or brokers about worker's compensation or state disability insurance. Key Questions: How are rates calculated? What is the present rate? Do rates differ among insurance companies? What benefits are employees eligible for with this type of insurance? Why is it required by the state? After students have collected their information, provide time in class for reports.

DEBATE: Select two debate teams of four or five students each. The rest of the class can serve as judges. One team will support the concept that "too many regulations govern employers." The other team must argue the opposite point of view. Give each team time to prepare their statements, being sure they can't be overheard by each other or the judges. [NOTE: This can be a *planned* debate where two teams have time between classes to research the topic or an *impromptu debate* where the planning session will last only 10 to 15 minutes during class.] Bring the two teams together. A spokesperson from each team will deliver the team's statement or argument during a five-minute period. Another short planning session is conducted in which each team plans a rebuttal to the opposing side. Finally, each team responds through a spokesperson to the other side's opening statement. The judges then indicate by ballot which team they believe had the best and most convincing case.

Legal Concerns

OBJECTIVE

Analyze a child care program's potential for liability.

TRANSPARENCY: Show Transparency 26 which focuses on liability in the child care business. Key Questions: What is liability? What happens when a child caregiver or director is held liable for an accident? On the chalkboard, write down a definition of liability.

BRAINSTORMING: Explain the concepts of "potential risks" and "potential losses." To analyze potential risks, examine what could go wrong. Analyze costs to predict losses if the program was found liable. Divide the class into groups. Provide them with sheets of newsprint or poster boards and felt-tip markers. Ask the groups to brainstorm about everything that could go wrong in a child care center. In other words, what could the center or an individual be held liable for? Students list all their ideas on the newsprint or poster board. Next, ask students to analyze their lists by using a chart similar to the illustrations below.

Event	Degree of Risk			Degree of Loss		
1.	H	M	L	H	M	L
2.	H	M	L	H	M	L
3.	H	M	L	H	M	L

Events are listed on the left. The two columns on the right are for analyzing the potential degree of risk and loss. If the degree of risk or loss is high, an *H* is circled, if the degree of risk or loss is moderate, an *M* is circled, if the degree of risk or loss is low, an *L* is circled. For example, a child might be injured by a falling ceiling panel. The probability of this happening is low, but the injury could be costly. So, for this event, the risk is low and the potential loss could be moderate to high. After the groups have analyzed their lists, bring them together to compile a master list of potential risks and losses. A chart similar to the one on the previous page could be used. Students could make a copy of the class' master list and use it as a guide for assessing potential liability in a child care program.

TRANSPARENCY: Show Transparency 27 which summarizes factors related to determining liability. [NOTE: For a detailed discussion see William Aikman's *Day Care Legal Handbook.*]

POSTER: Use a poster similar to the illustration below to lead a discussion on legal responsibilities. Criminal liability is involved when state criminal statutory laws are broken. Civil law breaks down into contract liability, tort liability, and product liability. Tort liability refers to "civil wrongs." Torts can be physical or nonphysical, intentional, or a result of negligence. Product liability refers to liability associated with products provided or sold. Discuss each of these concepts and support with examples. [NOTE: Study references at the beginning of this unit for more details.]

LEGAL RESPONSIBILITIES

1. CRIMINAL
2. CIVIL
    - **Contract Liability**
    - **Tort Liability**
        - ▫ physical and non-physical
        - ▫ intentional and negligent
    - **Product Liability**

HANDOUT: Give students a copy of Handout 18. Ask students to read the case study, then discuss the questions. The discussion might be done as a class or in small groups.

SIMULATION: Have students observe a simulation between a day care director and a lawyer or insurance agent as they discuss the child care program's potential for liability. If the discussion is based on a real situation, the experience would be most beneficial. If this situation is not possible, several students might research the roles involved, plan the discussion, then present it to the class.

GUEST SPEAKER: Invite a lawyer or insurance agent from the local community to visit with the class about liability in child care programs. Have students prepare questions ahead of time.

DISCUSSION: Discuss Lab Experience 15 with the students. In this lab students analyzed a child care program's potential for liability in terms of safety.

GUEST SPEAKER: Invite someone who has had personal experience with a liability suit to visit with the class. Ask the speaker to give insights on how the situation could have been avoided, how the lawyer helped, what it was like to go to court, how the insurance companies involved responded, etc. The speaker would not necessarily have to be associated with child care in order for students to have a valuable learning experience.

ABSTRACTS: Ask interested students to read articles associated with the topic of liability. Articles might be placed in a resource library or lab for all students to study. [NOTE: See references at the beginning of the unit for suggestions.]

SLIDES: Make a set of slides showing areas around a child care center where accidents could occur. Discuss slides with the students. Ask them to analyze each scene for liability potential. [NOTE: Scenes might include the playground, steps, office equipment, wet floors, broken toys, kitchen area, an unlocked gate, etc.]

POSTERS: Ask each student to make a poster using illustrations or photographs entitled "Liability Potential in the Child Care Center." Students can illustrate and briefly describe key areas of potential liability. Provide for a class display of all the posters.

OBJECTIVES

Develop guidelines to protect a child care program from liability.

Discuss the provision of adequate insurance coverage.

FLIP CHART: Use a flip chart to help students think about protecting the child care program from liability. [PREPARATION: Using a newsprint tablet or posters, write each of the following practices on one page of the chart: personnel policies, parent-provider contracts, job descriptions, safety check lists, inspection of incoming food products, provision of quality child care, consistent quality health care practices, accident report form, insurance, documentation of unusual events, and use of public transportation. Leave space for writing after each practice is listed.] In class ask students to consider each practice in the child care program. Key Question: How does each practice protect the child care program from liability? In the space beneath each practice, write down the students' explanations.

TRANSPARENCY: Show Transparency 28 on the four basic safety principles. Key Questions: How do these safety principles protect the child care program from liability? What examples can you give to illustrate the application of these four principles?

TRANSPARENCY: Show students Transparency 29 on zone supervision. Zone supervision means that caregivers spread themselves around the playground in various areas or zones. In this way, each caregiver is alert to child activities in an area and can quickly respond to unsafe situations. Key Questions: Could caregivers be held liable for an accident on the playground if zone supervision was not being used? In other words, if caregivers are clustered in one area and visiting with each other, could they be held liable if an accident occurred? Explain your reasoning.

CHECK LIST: Review product liability with students. *Product liability* means that a child care program could be held liable for damages or injury which resulted from any product that the center uses or produces. For example, if spoiled food is served to the children, the center is first to be held liable, even if the product arrived spoiled from the wholesalers. For this reason, care should be taken to inspect any order of food, supplies, or equipment *before* the order is accepted. If a suspected item is found, the order can be rejected and returned to the distributor. Divide the class into small groups. Ask the groups to brainstorm and come up with a check list for inspecting incoming products. For example, when a shipment of food arrives from a wholesaler, dates on containers should be checked for freshness, cans should be checked for bulges, packaging should be checked for openings, etc. Groups might work on separate lists, one for fresh produce, one for wholesale groceries, one for office supplies, one for classroom materials, etc. After the groups have finished, provide time for sharing. Key Question: How do such inspections protect the child care program from product liability?

HANDOUT: Give students a copy of Handout 19, a worksheet on the field of insurance. Students should research references or contact informed individuals to find out about each type of insurance. In the space provided, students note information about that type of insurance. This activity could also be done by students working in pairs.

PANEL DISCUSSION: Invite representatives of several insurance companies or agencies to sit on a panel and share information about the insurance industry. Speakers might address some of the following questions: Why is insurance important? How do you know if your program has enough insurance? How often should you update your policies? What should you look for when shopping for insurance? How can you find out about the reputation of an insurance company? Is it better to find one agent or broker to meet all your insurance needs or should you have several agents or brokers?

MANUAL: Assign a group of interested students the task of preparing a "How to Shop for Insurance Manual." Students can research articles, contact child care program directors, or contact insurance agents to collect information and good advice. [NOTE: Refer students to some of the references at the beginning of this unit.] Make copies of the manual for the rest of the class. Provide time for the group of students to share their work.

EXHIBIT: Prepare an exhibit of insurance policies. Include as many types as possible. Invite students to study the policies and make comparisons. Key Questions: Why is it important to read a policy thoroughly before you accept it? What should you do if you do not understand something in the policy? Why might it be a good idea to write down in your own words what you think the policy says and share this with the insurance agent?

SURVEY: Ask students to conduct a survey of area child care programs to find out what types of insurance are being used. Assign students so that only one student contacts a program. In contacting the program's director, students should explain the purpose of the information being requested. In class have students report their information. On the chalkboard, compile all the facts and ask students to analyze the information. Key Questions: What types of insurance are most common? What might account for the variety of types of insurance among the programs? Based on this analysis, what type of insurance would you want for your child care program? Why?

OBJECTIVES

Determine how contracts are made with companies and individuals for services.

Develop procedures for recovering delinquent fees.

TRANSPARENCY: Show students Transparency 30 on contracts. Discuss the three elements which comprise a contract. Point out that contracts do not have to be written, but that it is wiser to have things in writing. In other words, it is more difficult to prove a verbal contract has been broken than a written one. Discuss the list of types of contracts that might affect the director of a child care program. Add additional items as suggested. Key Questions: What purpose do contracts serve? Why is it advisable to have contracts in writing? What other types of agreements might constitute a contract? What happens when a contract is broken or breached?

HANDOUT: Give students a copy of Handout 20. Go over each of the questions that a director should ask before signing a contract. Key Questions: How could this handout be used as a check list when considering a contract? Why would you sign your name, title, and organization if you were acting as an agent?

GUEST SPEAKER: Invite the director of a program which receives funds from an outside source to speak to the class. Ask the director to discuss contracting with local, state, or federal agencies for child care funds. Key Questions: What are the advantages of signing contracts? What problems have you had in working with governmental agencies? What tips for successful relationships with funding agencies can you give?

ROLE PLAY: Ask each student to prepare a contract for janitorial services at a child care center. The contract should clearly state what is expected from the service and how much the child care program agrees to pay. If possible, obtain sample contracts for students to study. Then divide the class into pairs and ask each to role play a meeting between a director and a representative of the janitorial service. At this meeting the contract is discussed, changes made if agreed, and the contract signed by both parties. After the role play, have students give each other feedback about the contracts that they prepared.

HANDOUT: Give students a copy of Handout 21 which is a sample parent-provider contract. Point out that the contract can be simple and does not have to spell out every condition if a parent handbook is used and referred to in the contract. The parent handbook or a set of guidelines can give details about what is expected from the child care program and from the parents. Key Questions: How might this contract prevent misunderstandings at a later date? Would you feel comfortable as a parent in signing this agreement? What questions might you expect parents to ask?

BRAINSTORMING: Divide the class into small groups. Provide each with a newsprint tablet or poster boards and felt-tip markers. Ask each group to make a list of guidelines which might appear in a parent handbook. The handbook would spell out what was expected of the parents and what was expected of the child care program. After each group has had about fifteen minutes, provide time for sharing.

EXHIBIT: Prepare an exhibit of parent handbooks or information sheets which are given to parents upon enrolling their child. Ask students to study the examples and note characteristics. Key Questions: Are the statements made in the handbook or information sheet the same as a contract between the parent and the provider? Explain.

DISCUSSION: Conduct a class discussion of why parents might be delinquent in paying fees. Write on the chalkboard all the ideas suggested. Key Questions: Why is it hard for some directors to be firm in collecting fees? What responsibility does a director have in helping the parents solve their problems?

SURVEY: Arrange for students to conduct an informal telephone survey of area child care programs to find out how they collect fees from parents who are behind. Be sure only one student contacts a program. In class, have students make reports and compile their information.

CIRCULAR RESPONSE: Conduct a circular response discussion on the topic of how to ensure that parents pay fees on time. [NOTE: To conduct a circular response discussion, arrange the group in a circle. Appoint one or two students to listen and take notes during the discussion. Each person in the circle has one minute to speak on the topic. One person begins and the discussion goes around the circle so that each has a chance to speak. No one may speak out of turn. The discussion may go around the circle several times. Set a time limit for ending the group's discussion. Students may during their turn add new thought, support someone else's idea, pass, or ask for a minute of silence in which to think about the topic. After the discussion has ended, have the note-takers compile all the ideas and read them back to the group for evaluation.] A handout could be prepared after this discussion. The handout could be used as a guideline for collecting fees from parents.

OBJECTIVE

Establish guidelines for working with parents, children, and the court in child custody disputes, child abuse cases, or other litigations.

HANDOUT: Use Handout 22 to begin a discussion on the laws which require persons to report suspected child abuse and neglect. Give students information about the child abuse reporting law in your state. Point out that these signs do not always indicate child abuse but failure to report suspected abuse places the director in danger of being fined or otherwise punished by the law. Anyone reporting suspected abuse is protected from legal action if the report was made in good faith. Find the phone number for reporting suspected child abuse or neglect for your state. Have students enter this number on the space provided.

GUEST SPEAKER: Invite a guest speaker from the child welfare agency or police department in your area to talk with the class about what happens when a report of suspected abuse or neglect is received. A case worker will be able to discuss how the family is helped if necessary.

HANDOUT: Give students a copy of Handout 23 which gives some tips for testifying in court. These tips would apply to any case in which a child care director or caregiver was called to testify.

POSTER: Use a poster illustrating the release authorization section of an enrollment form. [PREPARATION: Make an enlargement of the section of an enrollment form which asks the enrolling parent to list the names of persons authorized to pick up their child.] In class discuss the purpose of this section of the enrollment form. Point out that child care providers should never release a child from their care unless they have written authorization from the enrolling parent. Key Questions: How does this authorization protect children? What procedures should be followed by caregivers when an unknown person asks to take a child from the center?

DISCUSSION: Lead the class in discussing some of the following questions concerning child custody disputes. Key Questions: When parents become involved in a divorce and child custody case, what responsibilities does the child care program have? How can a director find out who should be allowed to pick up the child? What should be done if the enrolling parent asks that the spouse not be allowed to pick up a child before legal custody has been established? What should be done if a parent without custody, but visiting rights, comes and demands to take the child? Ask students to investigate answers they do not know. Students can then develop a set of guidelines for dealing with child custody cases.

PANEL DISCUSSION: Present a panel discussion on the responsibilities of the child care program in child custody cases. Invite directors, social workers, lawyers, and parents who have had experiences in this area to sit on the panel. Key Questions: What responsibilities does the child care program have to the divorcing parents? What responsibilities do the parents have to the child care program? What responsibilities does the program have to the child? What guidelines should be established by the center?

ROLE PLAY: Involve students in role playing a situation in which a parent without custody demands to take the child from the center. Have one student play the parent, one the caregiver, and one the center director. Students should use the guidelines they have developed for planning the role play. [NOTE: The caregiver and director in any similar situation should remain calm. State the facts, that they are not able to release the child and that a report will be made to the proper authorities if the child is taken. Be sure that students understand that their first duty is to protect all the children. They cannot physically prevent a parent from taking a child from the center without endangering the rest of the children. Also, students should be aware that this scene should never take place in front of the child or other children.]

REPORTS: Divide the class into teams. Organize the teams to investigate various aspects of filing suit in a small claims court. Have students obtain forms, pamphlets, interview a justice of the peace, read books on the subject, etc., to collect their information. In class have each team make a report about their findings. Key Questions: Why would a child care provider find it necessary to go to small claims court? How does the plaintiff prepare the case? How does the defendant prepare? What procedures must take place before the case comes to court? When should a jury be used?

FIELD TRIP: Arrange for students to observe a session of a small claims court. Have students take notes on what they see happening. Key Questions: How was the case presented by the plaintiff? What was the response of the defendant? What role did the judge play? Was a jury present? Was there a lawyer? What were the circumstances of the case? What was the ruling? Based on their observations, have students prepare a set of guidelines for going to small claims court.

ROLE PLAY: Have students present a role play of a child care program director presenting a case in small claims court. Cases might involve delinquent fees, a broken contract, damages done to a piece of equipment by a contractor, etc. If possible have students complete the necessary forms, make a check list of all fees to be to be paid, etc., before the role plays are done. Observing students can act as a jury. Key Questions: Why is going to court a last resort? What are the feelings of the parties involved at the time the case goes to court? How would the existence of a contract help the director win a case?

OBJECTIVE

Develop guidelines for selecting and working with legal counsel.

HANDOUT: Give students a copy of Handout 24 which is printed with permission from the Bay Area Child Care Law Project. This handout gives detailed guidelines for selecting and working with legal counsel. After students have studied the handout, ask them to write the five most important points. Discuss them as a class.

ROLE PLAY: Set up a role play situation so that students can practice interviewing a lawyer. If possible, invite several law students to come to the class and play the role of a lawyer. Organize the class so that each student has an opportunity to interview one of the lawyers. Students will want to prepare their questions ahead of time. The student lawyers might be coached into playing lawyers with different specializations. [NOTE: If law students can be involved, this will also be a learning experience for them, sensitizing them to the needs of child care providers.]

Regulations and Legal Concerns Unit II Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. ______ Licenses for operation of a child care program are issued by the
A. state.
B. township.
C. county.
D. U.S. government.

2. ______ A local regulation to which a child care facility must comply is
A. zoning.
B. child-staff ratio guidelines.
C. program curriculum guide.
D. fee scale.

3. ______ A business owned by an individual is a
A. corporation.
B. partnership.
C. sole proprietorship.
D. funding agency.

4. ______ Ms. Smith and Mr. Valdez decide to buy a child care business of their own. The legal structure behind their program would be a
A. sole proprietorship.
B. board of directors.
C. corporation.
D. partnership.

5. ______ In a sole proprietorship, liability lies with the
A. board of directors.
B. owner.
C. consumers.
D. funding agency.

6. ______ In a partnership, the potential for liability lies with
A. the corporation.
B. the board of directors.
C. the partner responsible for the wrongdoing.
D. both partners equally.

7. ______ A detailed account of how an organization will be run is
A. a set of by-laws.
B. child-staff ratios.
C. corporate structure report.
D. tax-exemption document.

8. ______ Mr. Billings is a child care program director. In his job he reports to a board of directors. This legal relationship is
A. principal and agent.
B. employer and contractor.
C. master and servant.
D. corporation.

9. ______ Federal Income Tax is removed from employees' wages and paid quarterly by the business to
A. The Department of Health.
B. The Social Security Administration.
C. The Internal Revenue Service.
D. The Office of Education.

10. ______ Income tax deductions for a new employee are calculated based on a
A. job application.
B. Withholding Exemption Certificate.
C. State Unemployment Insurance Form.
D. Article of Incorporation.

11. ______ All states require employers to carry
A. group health insurance.
B. liability insurance.
C. worker's compensation insurance.
D. capital gains information.

12. ______ Financial responsibility for wrongdoing is
A. litigation.
B. legal structure.
C. liability.
D. criminal justice.

13. ______ An act of negligence is classified under legal responsibilities as
A. breach.
B. tort.
C. tart.
D. crime.

14. ______ General liability insurance protects child care programs from bodily injury, property damages, and
A. fires.
B. automobile accidents.
C. theft.
D. emergency medical costs.

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15. ______ When deciding how much insurance to buy, a director would first consider
A. potential risk and loss.
B. the program's stated goals and philosophy.
C. the number of children enrolled.
D. how many parents would sign waivers.

16. ______ In addition to insurance coverage, one way to protect a child care program from liability is to have
A. custody disputes.
B. litigations.
C. job descriptions.
D. curriculum guides.

17. ______ A contract, according to definition, is an agreement between two parties which includes an offer, an acceptance of the offer, and the
A. fees.
B. signatures.
C. breach.
D. consideration.

18. ______ Ms. Lahti makes regular orders at the stationery store. She ordered some new supplies at the agreed price. The stationery store delivers the supplies but at a higher price. Ms. Lahti refused to pay the difference. The party liable for breach of contract is
A. the stationery store.
B. Ms. Lahti.
C. the board of directors.
D. the child care program.

19. ______ A litigation is a(an)
A. employee contract.
B. lawsuit.
C. regulation.
D. protection from liability.

20. ______ As a last resort to collect deliquent fees, a program may
A. raise fees.
B. provide credit services.
C. present a case in small claims court.
D. limit hours of operation.

21. ______ If a director suspects that a child is being abused or neglected the director must
A. question the child.
B. call the parents in for a conference.
C. keep at least a week's worth of observations before making a report.
D. report it immediately to the proper authorities.

22. ______ A lawyer suited for a child care program might have specialized in
A. corporate law.
B. tax law.
C. small business law.
D. criminal law.

DIRECTIONS

For items 23-25, write a short essay.

23. List three factors which must be considered when determining liability.

24. Describe at least two types of insurance that should be purchased by every child care program. Give reasons for your choices.

25. What three steps could a director take to avoid difficulties associated with child custody cases?

Performance Objectives Personnel Unit III

Organizing

- Construct organizational charts showing the relationship and lines of communication among various staff positions.
- Develop comprehensive job descriptions for each type of job in the child care program.
- Determine qualifications for each type of job in the child care program.
- Determine appropriate employee policies.
- Arrange staff work schedules.

Acquiring and Dismissing

- Practice skills for hiring prospective employees.
- Plan an orientation program for new employees.
- Outline procedures to follow when dismissing employees.

Maintaining

- Conduct staff meetings.
- Practice conducting employee performance evaluations.
- Outline strategies for guiding employees as they work through problems with other employees, children, or parents.
- Explain how employees' records are established and maintained.

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Suggested Classroom Experiences

Organizing

OBJECTIVE

Construct organizational charts showing the relationship and lines of communication among the various staff positions.

FELT BOARD: Use a felt board to illustrate the two types of organizational structures: vertical and horizontal (or departmentalized). [PREPARATION: Using felt or interfacing fabric cut squares to represent various positions in a child care program. Also cut thin strips to show the lines of communication.] On the felt board display a vertical organizational chart. Discuss the meaning of "line of communication" or "line of authority." Display and discuss a horizontal organizational structure. Key Questions: What purpose do organizational charts serve? How are the lines of communication different between these two types of organizational structures? What kinds of child care programs would function best under each of these organizational types? What are some other ways that we could arrange a child care organization? Invite students to arrange the felt board display to show variations in organizational structures.

HANDOUTS: Obtain from various child care programs copies of their organizational charts. Make handouts from these charts and distribute to students. Ask students to study the charts and evaluate the organizational structures represented. Key Questions: Which organizations show a vertical structure? Which organizations show a horizontal structure? Which organizations have effective lines of communication or authority? Based on these charts, what possible management problems could you predict?

TRANSPARENCY: Show students Transparency 31 which illustrates two mistakes that can be made when establishing organizational structure. Key Questions: What happens when a director supervises too many employees? What kind of management style would such a director likely have? What happens when employees are directly supervised by two people? Explain how both these situations illustrate a director's failure to delegate responsibility along with the necessary authority.

SIMULATION: Present students with the following problem. As the director of a new child care program, you have been asked to develop the organizational structure. You expect to enroll about 100 children from six weeks to five years of age in a full day care program. You have six classrooms for the children, a kitchen, and an office. What personnel will you need and how will you organize them? Provide each student with a set of note cards, felt-tip pen, yarn, and scissors. Using these supplies, students are to develop an organizational chart for this child care program. Various positions are written on the note cards. Students can arrange their charts on large tables or on the floor. Using the yarn they can show the lines of communication. Provide time for students to share and evaluate their organizational charts. Students might make sketches of each other's charts for future reference.

OBJECTIVE

Develop comprehensive job descriptions for each type of job in the child care program.

TRANSPARENCY: Show students Transparency 32 which gives some general guidelines for the development of job descriptions. Key Questions: Why are job descriptions important? What function do they serve? Why should you avoid giving too much detail in a job description? What are the advantages and disadvantages of involving employees in the development of job descriptions? What reasons can you give for periodic evaluation and revision of job descriptions? How can job descriptions be used as a basis for employee evaluations?

HANDOUT: Give students a copy of Handout 25 which gives the basic format for a job description. Key Questions: Why is it important to state who supervises the position? Why is it important to state what positions are to be supervised by the person holding the job? What is the purpose of the phrase "and other duties as assigned"?

BRAINSTORMING: Divide the class into small groups. Provide each group with a set of note cards and felt-tip markers. Ask each group to brainstorm about all the tasks that are done by various persons in a child care program. Have one group work on one kind of job. Job titles which could be used are: teacher/caregiver, assistant teacher/caregiver, teacher/caregiver aide, cook, secretary, bookkeeper, director, assistant director, health care supervisor, social worker, housekeeper, etc. As the students discuss, ask them to write each task on one note card. After the groups have finished, ask them to summarize the information on their cards into job descriptions. Provide copies of Handout 25 as a form for recording job descriptions. Provide time for students to share their work.

FELT BOARD: Use a felt board story to present a case study to the class about job descriptions. [PREPARATION: Using the pattern and labels on Handout 26 prepare the felt board display.] Begin by placing the felt figure of the director on the board. Read the following case study: "Ms. Price was to be the director of a new community child care program. She had several years of experience as a caregiver and held an associate degree in child development.

She had, however, no experience as a manager. The board of directors gave her the task of developing comprehensive job descriptions for each position in the program." Key Question: If you were Ms. Price, how would you find out about job descriptions and how to develop and write them? Ask students to offer suggestions for what she might do. As students mention some of the approaches you have on the prepared labels, place them on the felt board. Have several blank labels ready to write in additional approaches suggested by the students.

DISCUSSION: Discuss Lab Experiences 20-23 in which students developed job descriptions for infant caregiver, teacher aide or assistant teacher, teacher, and caregiver of after-school children. Invite students to share some of their responses to the key questions.

HANDOUT: Using references and Handout 27 as a guide, have students develop job descriptions for secretary, bookkeeper, and cook at a child care center. Students can write their job descriptions on the handout forms provided. Divide the class into pairs. Ask each pair to review and give feedback about each other's job descriptions.

TRANSPARENCY: Show Transparency 33 which illustrates a sample career ladder. Key Questions: What is the purpose of a career ladder? How do individuals progress through the career ladder? How might a career ladder be associated with salary? What other career ladder structure might be appropriate for child care programs? Invite students to illustrate their ideas on the chalkboard.

OBJECTIVE:

Determine qualifications for each type of job in the child care program.

TRANSPARENCY: Use Transparency 34 to aid in a discussion of caregiver qualifications as stated in the state licensing standards. [NOTE: This transparency is based on the Texas Minimum Standards for Day Care Centers. If you live in another state, prepare a similar transparency using your state's minimum standards.] Begin by covering the half of the transparency which shows the qualifications in the minimum standards. On the blank side write qualifications that the students think are important for a child caregiver. Reveal the hidden side of the transparency and ask students to compare their list of qualifications to the qualifications stated in the minimum standards. Key Questions: What accounts for the differences between these two lists? Are the class' qualifications too high or impractical? Explain. Should the minimum standards have higher qualifications? Why?

PIE GRAPH: Give students a copy of the blank pie graph on Handout 28. The whole is to be made up of the five qualifications listed. Students divide the pie into sections which will show the value they place on each qualification. Ask students to share their graphs and explain why they chose to divide them as they did.

Q-SORT: Divide the class into groups. Provide each group with a set of blank note cards. Ask each group to brainstorm for 10 to 15 minutes and write qualifications for various positions in the child care center. Groups might be assigned to discuss one or two types of jobs. After they have written the qualifications, ask them to arrange the qualifications in order of importance. Lead the class in synthesizing all the qualifications for one type of job into a qualifications statement which might accompany a job description. Write these statements on the chalkboard for students to copy.

DISCUSSION: Use the inner and outer circles discussion technique to discuss the following statement: "Experience is more important than education in considering qualifications for a child caregiver." [NOTE: The inner and outer circles discussion is conducted by dividing the class into two groups and arranging them in circles. The inner circle is surrounded by the outer. Give students the statement to be discussed. The inner circle discusses the statement for four minutes while the outer circle listens. Groups change places and the second group discusses the statement, commenting upon remarks made by the first group. If needed, the first group can return to the inner circle to rebut comments made by the second group.]

MOBILES: Ask students to make creative mobiles which illustrate various caregiver qualifications. Students might find or take pictures of caregivers in action and use these as a basis for their mobiles. Under each picture a key word could be mounted to describe the characteristic being illustrated. Provide a sharing time in class. Some students might want to display their mobiles in the lobby or hallway of a child care center for parents and visitors to see.

OBJECTIVE

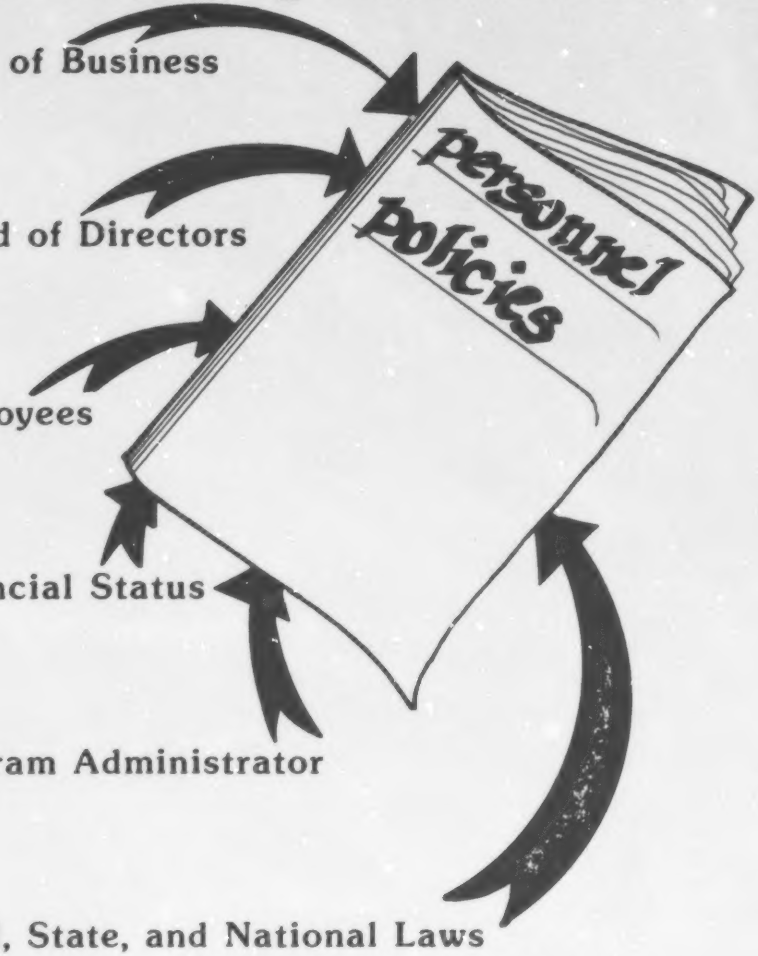
Determine appropriate employee policies.

HANDOUT: Review Handout 15 from Unit I on policy making. Key Questions: How do these guidelines apply to personnel policies? Some feel that personnel policies are the most important type of policies in any organization. Why might this be true?

TRANSPARENCY: Show Transparency 35 which lists basic types of personnel policies. Key Questions: How are each of these kinds of policies determined? What might be included in a statement describing each of these policies in an employee handbook?

POSTER: Use a poster to support a discussion of the factors which influence the formation of personnel policies. [PREPARATION: Prepare a poster similar to the illustration on the following page.] Ask students to give examples of how these factors might operate in the development of personnel policies. When discussing the influence of employees be sure that students discuss the impact of diverse cultural backgrounds.

Factors Influencing Personnel Policies



- Type of Business
- Board of Directors
- Employees
- Financial Status
- Program Administrator
- Local, State, and National Laws and Regulations

SAMPLES: Provide samples of several employee handbooks. Some of the samples might represent businesses other than child care. Ask students to study these samples and those provided in references and develop a content outline for an employee handbook. Key Questions: Why is it important to have employee handbooks? How do employee handbooks benefit both the employee and the employer? Why is it important to have an introductory statement welcoming employees and pointing out the importance of their jobs? Why should procedures for establishing and changing employee policies be included? How often should employee policies be evaluated? What might happen if such important issues as probation, disciplinary procedures, or grievance policies are left out of an employee handbook?

DISCUSSION: Lead the class in discussing some of the following questions regarding personnel policies. Key Questions: Should employees be required to sign a statement that they have read and understand the personnel policies? Explain. Personnel handbooks sometimes sound authoritarian. How can this tone be minimized if a director desires? Why might it be important to have an employee handbook with an attractive format and cover?

HANDOUTS: Divide the class into four groups. Give two of the groups Handout 29 and give Handout 30 to the other two groups. Ask students to brainstorm and then write a "Bill of Rights" for employees or employers. After the groups have finished regroup the class into two larger groups. Each larger group would combine one group that worked on the employee's bill of rights with a group that worked on the employer's bill of rights. Ask each smaller group to share its bill of rights to identify areas of mutual concern.

SIMULATION: Divide the class into small groups. Each group will represent a personnel committee at a child care program. Ask each group to develop a personnel policies handbook or an employee handbook. Each committee member might be assigned the development of one or two sections, or the committee as a whole might brainstorm about each type of policy to include. Committees should carry the simulation through to arranging the format of their handbook and having it typed and bound in an attractive cover. Using the outline developed from study of existing employee handbooks, students can evaluate their work. Provide class time for sharing.

SURVEY: Ask students to survey child care programs in your area about break policies. Have them find out what policies are in place and how closely programs are able to implement their policies. Key Questions: What strategies can child care program directors use to give child care workers a break? Are breaks mandated by law in your state? Why do child care workers need a break? Why is it often difficult to schedule breaks in a child care program?

OBJECTIVE

Arrange staff work schedules.

HANDOUTS: Use Handouts 31 and 32 and a chart to illustrate scheduling of employees in a child care program. [PREPARATION: Make a chart similar to the illustration on the following page.]

XYZ Child Care Center

Hours of Operation: 7:00 a.m.–6:00 p.m.
Capacity: 75 children

Room No.	Group	Enrollment	Staff
# 101	Infants	8	2
102	Toddlers	10	1
103	Toddlers	8	1
104	Threes	12	1
105	Fours	14	1
106	Fives	22	1

According to the minimum licensing standards, the child-staff ratio may be 22-1 forty-five minutes after opening and before closing for children 18 months or older. Child-staff ratio during nap may be reduced by 50% if 75% of the child-staff ratio is maintained in the building. For infants under 12 months, however, the child-staff ratio may not be reduced for nap time.

Give students a copy of Handout 31 which shows how the child-staff ratios are maintained in each room. The employees' individual schedules are shown on Handout 32. Key Questions: How is the child-staff ratio maintained? Why do the shifts of the full-time (FT) and part-time (PT) employees overlap? Why would some of the caregivers come in at 7:30 instead of 7:00 and some leave by 5:30? How practical are part-time employees? If a budget permitted an additional full-time caregiver, where would that person best fit?

DISCUSSION: Discuss Lab Experience 26 in which students investigated the employee schedule at the lab or at a field site.

SAMPLES: Collect samples of employee schedules from a variety of child care programs. Make copies of the schedules for the students. In class provide time for groups to analyze and discuss the different types of schedules. Key Questions: How are the various schedules alike and different? By looking at schedules, is it possible to determine the quality of child care? Explain. Do you think employees at the various centers like their schedules? Which of the schedules seems to show the most cost?

SIMULATION: Have students use the blank schedule forms found on Handouts 33 and 34 to practice making employee schedules. [PREPARATION: Obtain the vital statistics (number of employees, children, hours of operations, etc.) from several child care programs in your area. Put this information on a large sheet of newsprint, poster board, or on the chalkboard.] Divide the class into small groups. Ask each group to develop the employee schedule for one or more of the child care programs based on the information given. If two groups work from the same set of information, compare results. Point out that there are many ways to arrange employee schedules.

RESEARCH: Ask students to research ways that directors keep and use substitutes. In class, have students report on their research. In small groups have students develop a "Substitute Strategies" sheet listing tips on recruiting and keeping substitutes.

Acquiring and Dismissing

OBJECTIVE

Practice skills for hiring prospective employees.

TRANSPARENCY: Show Transparency 36 which lists types of questions that should not be asked by employers on application forms or during interviews according to Equal Employment Opportunity legislation. While not illegal directly, such questions could be viewed as discriminatory under a EEOC investigation. Only questions regarding someone's arrest records are directly illegal. Exceptions can be made if the employer can show that such information is necessary due to a "bona fide occupational qualification" (BFOQ or BOQ). For example, many state licensing standards require that child caregivers be at least 18 years old. In this case, the employer could ask, "Are you 18 years of age or older?" Also, some state licensing standards require that persons convicted of certain crimes not be permitted to work in the child caregiving profession. Questions regarding arrest records for these types of crimes would be considered a bona fide occupational qualification. Key Questions: Why were such guidelines established by the federal government? What might happen to an employer who asked some of these types of questions? [NOTE: Equal employment legislation and other legislation affecting hiring practices include: the Civil Rights Act of 1964–Title VII as amended by the Equal Employment Opportunity Act of 1972, the Equal Pay Act of 1963 as amended, the Age Discrimination in Employment Act of 1967, and the Vietnam Era Veterans' Readjustment Assistance Act of 1974–Section 402. See *Day Care and Personnel Management* by Travis and Perreaut for summaries of these acts and addresses for further information.]

RATING SCALE: Have students prepare a rating scale based on the transparency discussed in the activity above. Provide several examples of employment applications from various types of businesses, including child care programs. Using the check list, have students rate the applications for compliance with EEOC guidelines.

LEARNING CENTER: Prepare a learning center to give students practice in evaluating completed employment applications. [PREPARATION: Obtain about five blank employment applications from a child care program. Fill in the five applications with fictitious information. Create "applicants" with a variety of experiences, educational levels, etc. Also, obtain a copy of the job description and qualifications for the job for which these fictitious applicants are applying. Prepare an analysis sheet for students to record their reactions to the applicants, including strengths and weaknesses. Students should also record their ranking of the applicants and give reasons for their ranking.]

HANDOUT: Give students a copy of Handout 35 which gives some general guidelines for conducting interviews. Key Questions: Why should you schedule no more than two interviews consecutively? Why should the interviews for a given position be conducted within a week? Why is it important to record information from the interview while it is still fresh?

CHECK LISTS: Using references, have students develop a detailed check list for evaluating employment interviews. [NOTE: See references listed at the beginning of this unit.] This check list can be used for self- and peer-evaluation in some of the activities described below.

POSTERS: Divide the class into small groups. Provide each with two sheets of poster board or newsprint and felt-tip markers. Ask the students to title one poster "Interviews Can . . ." and the other poster "Interviews Can't . . ." After discussing, students can write on the first poster what interviews can do. For example, interviews can tell you about the personality of the candidate. On the other poster they can write examples of what interviews cannot do. For example, interviews will not tell you how the candidate acts with children. Key Questions: Is it wise to base a hiring decision solely on the interview? Why? How can you obtain information that is not provided in the interview?

CARD FILES: Have each student prepare a card file with appropriate interview questions. Students should include questions about hypothetical situations in which the candidate would be required to explain what he or she would do in that situation. For example, "What would you do if two three-year-old children were fighting over the same toy?" or "What kinds of activities would you provide for the five-year-old child to stimulate intellectual development?" Provide time in class for students to share questions. Point out that this file could be used to structure interviews for certain positions. For example, if a director was interviewing for an assistant teacher of the two-year-olds, appropriate questions can be pulled from the file, ready for use.

TAPE RECORDINGS: Have several students help you prepare a series of tape recordings of interviews. Include examples of effective and ineffective interviews. Place these tapes in a learning center along with the evaluation check list developed by students in a previous activity. Ask students to listen to the tapes and evaluate them.

DEMONSTRATION: Invite a skilled interviewer to visit the class and demonstrate effective interviewing techniques. Students in the class can assist by playing the role of the candidate. At the end of the demonstration, ask students to write the techniques being used by the interviewer.

ROLE PLAY: Have students practice interviewing skills in a role play situation. Provide the necessary supporting props such as completed application forms for fictitious candidates, job descriptions, a list of interview questions, etc. Divide the class into groups of three. Ask each student to take a turn at role playing the interviewer, the candidate, and the observer-evaluator. The evaluator can use the check list previously developed by students to assess the interviewer's skills. After each student has played each role, provide time for students to discuss the experience and provide feedback to each other.

DISCUSSION: Divide the class into small groups. Ask each group to discuss the value of observing applicants at work with children as part of the hiring process. Key Questions: What advantages can you name for observing applicants in action with children? What disadvantages can you name for observing applicants in action with children? How should this hiring technique be used or structured? How long should the candidate work with the children? What type of instrument should be used to guide the employer's observations? If you were not able to observe a candidate in action how could you find out about past work with children?

TRANSPARENCY: Show students Transparency 37 which illustrates the importance of contacting references. Key Questions: Should references be contacted by letter, in person, or by phone? Explain. How would you begin a conversation with a reference? What kind of questions should you ask to obtain a frank opinion? What would you do if two references gave conflicting information? Would you consider the personal references given to you by the candidate or the candidate's past employers as the most reliable source? Explain.

VIDEO TAPES: Arrange for students to be video taped while conducting a role play interview. Ask each student to evaluate herself or himself using the evaluation check list previously developed. Students then write a summary of their self-evaluation mentioning what things they would do differently next time. Follow this self-evaluation with another video taped interview. Students again evaluate their performance, noting improvement.

LETTER WRITING: Have students practice writing letters to the chosen candidate and to the applicants not chosen for a particular position. Point out that the letter to the chosen candidate should be a follow-up to a phone call which was made as soon as the decision had been reached. Key Questions: Why should the candidate chosen be contacted as soon as possible? What should be the content of the follow-up letter? How should the letter to the candidates not chosen be worded?

OBJECTIVE

Plan an orientation program for new employees.

BRAINSTORMING: Divide the class into groups and provide each with large sheets of newsprint and felt-tip markers. Ask the groups to brainstorm about things that a new employee would like to know about her or his new position. Ask the groups to share their lists. Key Questions: How did you feel when you started a new job? What things helped make you feel welcome? How long did it take for you to feel comfortable and competent at your new job?

BULLETIN BOARDS: Ask students to design a bulletin board or a flyer which would announce the coming of a new employee. Discuss the importance of introducing the new employee to parents and children as well as other staff members. Have students record ideas for future reference. Key Questions: How does such a visual display of welcome help the new employee? What kind of information would be appropriate to include in the display or flyer?

DISCUSSION: Discuss with the class the "buddy system" for new employees. Key Questions: How does the buddy system help the new employee? As a director, how would you explain such an orientation procedure to your staff?

HANDOUT: Give students a copy of Handout 36 which is an example of an employee contract. Key Questions: What items should be included in the employee contract? How are the employee contracts helpful? Are employee contracts always necessary? Explain. As a follow-up activity, have students survey the child care programs in your area and find out how many use employee contracts and why. If possible, obtain copies of sample contracts to study.

DISCUSSION: Discuss Lab Experience 28 in which students practiced giving an orientation tour to the child care center.

RESEARCH: Ask students to research references on new employee orientation and prepare a written plan. The plan should include a list of all events, forms, meetings, etc., which help the new employee become a member of the group. Students might also devise a check list which they could use as a director. Such a list can guide the director in orienting the new employee. Provide class time for sharing.

OBJECTIVE

Outline procedures to follow when dismissing employees.

CASE STUDY: Develop a case study about a difficult termination experience of a child care program director. Base the case study on references or your own experience. Discuss the emotions associated with dismissing an employee. Key Questions: How did the director feel about dismissing the employee? What common fears are associated with dismissing an employee? How do the emotions involved affect the outcome of the situation? How can directors overcome the fears associated with dismissing an employee?

DISCUSSION: Use the inner and outer circles discussion technique to discuss the following open-ended sentence: An employee of a child care program should be dismissed when/if . . . . Students discuss what circumstances or conditions warrant dismissal. [NOTE:

For directions on conducting an inner and outer circles discussion, see the discussion activity on page 24.]

HANDOUT: Give students a copy of Handout 37 listing some guidelines to follow in termination of employees. Why should the prerequisites be in place first? What might happen if a director failed to document a termination procedure? Why is it important to keep your immediate supervisor informed? How many warnings should an employee receive before being dismissed? How should the plan for improvement be made?

ARTICLE: Ask students to read "Overcoming the Fear of Firing," an article which appeared in the *Child Care Information Exchange*, March 1981, pp. 11-15. This article gives suggestions collected from 30 child care program directors on dismissing employees. Ask students to outline the strategies presented.

SEMINAR: Invite experienced child care program directors to participate in a seminar on employee termination. Ask the directors to share examples, give tips, and answer questions from students on the process.

GUEST SPEAKER: Invite a lawyer or representative of the Equal Employment Opportunities Commission to discuss laws and regulations affecting the process of employee termination. Ask students to prepare a list of cautions which should be remembered by directors when dismissing an employee.

Maintaining

OBJECTIVE

Conduct staff meetings.

BRAINSTORMING: Divide the class into small groups. Ask each group to brainstorm about the purpose of staff meetings. Have the groups prepare a list of goals or objectives for staff meetings. Ask the groups to share their lists. [NOTE: Some possible purposes include problem-solving, making announcements, planning, decision-making, providing feedback or evaluation, motivating staff, sharing ideas, in-service training, and creating harmony.] Key Questions: What can happen if the purpose for a staff meeting is not clear to the members of the staff? How can the director make the purpose for a staff meeting clear?

TRANSPARENCY: Review Transparency 9 from Unit I on the process of communication. Key Questions: How does communication take place in a staff meeting? How is communication in a staff meeting different from individual conversations? from small group meetings?

HANDOUT: Give students a copy of Handout 38, "Hints for Better Meetings." Discuss each of the points, noting the reasons for each point. Key Questions: What are the advantages of holding regularly scheduled staff meetings? What are the disadvantages? Why is it wise to involve staff members in planning the agenda? What

are the advantages of posting the agenda ahead of time? How far in advance should the agenda be posted? In what ways can staff members' duties with the children be covered enabling them to attend the staff meeting? What are the advantages and disadvantages of rotating the chair from meeting to meeting? Why do notes need to be taken? Why is it important to discuss the top priority items early in the meeting? How can the director show the staff members that he or she is listening? In what ways can the director or chairperson introduce problems or concerns? What strategies help control the dominant members of the group? What is the difference between majority voting and reaching a consensus? What are the advantages and disadvantages of each? How can a positive tone be maintained?

DISCUSSION: Discuss Lab Experience 29 with students in which they observed a staff meeting at a child care center. Ask each student who completed this lab to share the objectives or purposes of the staff meeting observed.

HANDOUT: Give students a copy of Handout 39, a form which can be used to record the agenda for a staff meeting. If possible, share examples of other agenda formats. Key Question: What are the main features of an agenda?

DEMONSTRATION: Demonstrate the difference between a formal and an informal staff meeting. [PREPARATION: Prepare copies of an agenda for a child care center staff meeting. Before class arrange the chairs in a formal style, in rows, or around a conference table.] When students come to class involve them in role playing a formal-style staff meeting. As the director, conduct the meeting in an efficient and businesslike manner. After the role play, ask students to discuss their observations and reactions. Key Questions: What was the tone of this meeting? How did the physical arrangement affect the tone of the meeting? Point out that this was a formal-style meeting. Next, arrange the chairs in an informal way, by grouping them in clusters or in a circle. Conduct the staff meeting again, using an informal style. Ask the students to discuss their observations and reactions. Key Questions: How was this meeting different from the first meeting we role played? How did the physical arrangement affect the tone of the meeting? Under what circumstances would a formal meeting be appropriate? Under what circumstances would an informal meeting be appropriate? Point out that depending on the purpose, either style of meeting is acceptable. For example, when reporting on actions of the board of directors a formal meeting might be appropriate. When planning for the summer curriculum an informal-style would be appropriate.

RESEARCH: Ask interested students to research references and find out about group dynamics or leadership in groups. In class provide time for reports. [NOTE: See references at the beginning of the unit for suggested references.]

ROLE PLA[illegible] on information from the reports given in the research [illegible]ty on the previous page, design a role play situation. [PREPARATION: On note cards describe the characteristics of staff members at a fictitious child care center. Include examples of the "shy" person, the "dominant" person, and the "complaining" person, etc. Prepare an agenda for a staff meeting.] Let each student draw a card describing the role they will play. Have different students take turns role playing the director. As diector, the students practice group leadership strategies with the variety of personality types represented in the group. After the role play, have students reveal their character's personality. Discuss specific strategies for dealing with the different types of people.

OBJECTIVE

Practice conducting employee performance evaluations.

BRAINSTORMING: Divide the class into small groups. Provide each with large sheets of newsprint and a felt-tip marker. Ask students to brainstorm about the purposes of employee performance evaluations. The groups make a list of the reasons discussed. Have each group share their list.

TRANSPARENCY: Show students Transparency 38 which lists some of the reasons for employee evaluation. Add additional reasons that were suggested by students in the activity above. Key Questions: Which of these reasons seems to be the most common purpose for employee evaluation? Why? Why is it important for employees to understand the reasons for performance evaluation? How would such knowledge affect the employees' attitudes toward evaluation?

HANDOUT: Review Handout 9, "Evaluation Activities," from Unit I. Key Questions: Which of these activities could be used in employee evaluation? Which activities would be most effective? Would more than one evaluation activity improve the evaluation process? Which combination of activities would be most effective?

EXAMPLES: Ask students to help you collect examples of employee evaluation check lists, rating scales, etc., that are used in child care programs. [NOTE: See the three examples provided in the Appendix of *Day Care Personnel Management* by Travis and Perreault, or the example in "Inservice Evaluation in Early Childhood Education" by Loretta Hatfield published in *Young Children*, November 1981.] With students, analyze the examples, looking for the main features, style of organization, detail, etc.

Q-SORT: Involve students in a Q-sort activity to help them develop a check list for evaluation of a child caregiver. [PREPARATION: Cut slips of paper, about 8¼ x 2¼ inches. Cut enough paper so that each group will have about 50 slips of paper.] Divide the class into small groups. Provide each group with the slips of paper and some felt-tip markers. Ask the students to brainstorm

are the advantages of posting the agenda ahead of time? How far in advance should the agenda be posted? In what ways can staff members' duties with the children be covered enabling them to attend the staff meeting? What are the advantages and disadvantages of rotating the chair from meeting to meeting? Why do notes need to be taken? Why is it important to discuss the top priority items early in the meeting? How can the director show the staff members that he or she is listening? In what ways can the director or chairperson introduce problems or concerns? What strategies help control the dominant members of the group? What is the difference between majority voting and reaching a consensus? What are the advantages and disadvantages of each? How can a positive tone be maintained?

DISCUSSION: Discuss Lab Experience 29 with students in which they observed a staff meeting at a child care center. Ask each student who completed this lab to share the objectives or purposes of the staff meeting observed.

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RESEARCH: Ask interested students to research references and find out about group dynamics or leadership in groups. In class provide time for reports. [NOTE: See references at the beginning of the unit for suggested references.]

ROLE PLAY: Based on information from the reports given in the research activity on the previous page, design a role play situation. [PREPARATION: On note cards describe the characteristics of staff members at a fictitious child care center. Include examples of the "shy" person, the "dominant" person, and the "complaining" person, etc. Prepare an agenda for a staff meeting.] Let each student draw a card describing the role they will play. Have different students take turns role playing the director. As director, the students practice group leadership strategies with the variety of personality types represented in the group. After the role play, have students reveal their character's personality. Discuss specific strategies for dealing with the different types of people.

OBJECTIVE

Practice conducting employee performance evaluations.

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TRANSPARENCY: Show students Transparency 38 which lists some of the reasons for employee evaluation. Add additional reasons that were suggested by students in the activity above. Key Questions: Which of these reasons seems to be the most common purpose for employee evaluation? Why? Why is it important for employees to understand the reasons for performance evaluation? How would such knowledge affect the employees' attitudes toward evaluation?

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DISCUSSION: Discuss Lab Experience 29 with students in which they observed a staff meeting at a child care center. Ask each student who completed this lab to share the objectives or purposes of the staff meeting observed.

HANDOUT: Give students a copy of Handout 39, a form which can be used to record the agenda for a staff meeting. If possible, share examples of other agenda formats. Key Question: What are the main features of an agenda?

DEMONSTRATION: Demonstrate the difference between a formal and an informal staff meeting. [PREPARATION: Prepare copies of an agenda for a child care center staff meeting. Before class arrange the chairs in a formal style, in rows, or around a conference table.] When students come to class involve them in role playing a formal-style staff meeting. As the director, conduct the meeting in an efficient and businesslike manner. After the role play, ask students to discuss their observations and reactions. Key Questions: What was the tone of this meeting? How did the physical arrangement affect the tone of the meeting? Point out that this was a formal-style meeting. Next, arrange the chairs in an informal way, by grouping them in clusters or in a circle. Conduct the staff meeting again, using an informal style. Ask the students to discuss their observations and reactions. Key Questions: How was this meeting different from the first meeting we role played? How did the physical arrangement affect the tone of the meeting? Under what circumstances would a formal meeting be appropriate? Under what circumstances would an informal meeting be appropriate? Point out that depending on the purpose, either style of meeting is acceptable. For example, when reporting on actions of the board of directors a formal meeting might be appropriate. When planning for the summer curriculum an informal-style would be appropriate.

RESEARCH: Ask interested students to research references and find out about group dynamics or leadership in groups. In class provide time for reports. [NOTE: See references at the beginning of the unit for suggested references.]

ROLE PLAY: Based on information from the reports given in the research activity on the previous page, design a role play situation. [PREPARATION: On note cards describe the characteristics of staff members at a fictitious child care center. Include examples of the "shy" person, the "dominant" person, and the "complaining" person, etc. Prepare an agenda for a staff meeting.] Let each student draw a card describing the role they will play. Have different students take turns role playing the director. As director, the students practice group leadership strategies with the variety of personality types represented in the group. After the role play, have students reveal their character's personality. Discuss specific strategies for dealing with the different types of people.

OBJECTIVE

Practice conducting employee performance evaluations.

BRAINSTORMING: Divide the class into small groups. Provide each with large sheets of newsprint and a felt-tip marker. Ask students to brainstorm about the purposes of employee performance evaluations. The groups make a list of the reasons discussed. Have each group share their list.

TRANSPARENCY: Show students Transparency 38 which lists some of the reasons for employee evaluation. Add additional reasons that were suggested by students in the activity above. Key Questions: Which of these reasons seems to be the most common purpose for employee evaluation? Why? Why is it important for employees to understand the reasons for performance evaluation? How would such knowledge affect the employees' attitudes toward evaluation?

HANDOUT: Review Handout 9, "Evaluation Activities," from Unit I. Key Questions: Which of these activities could be used in employee evaluation? Which activities would be most effective? Would more than one evaluation activity improve the evaluation process? Which combination of activities would be most effective?

EXAMPLES: Ask students to help you collect examples of employee evaluation check lists, rating scales, etc., that are used in child care programs. [NOTE: See the three examples provided in the Appendix of *Day Care Personnel Management* by Travis and Perreault, or the example in "Inservice Evaluation in Early Childhood Education" by Loretta Hatfield published in *Young Children*, November 1981.] With students, analyze the examples, looking for the main features, style of organization, detail, etc.

Q-SORT: Involve students in a Q-sort activity to help them develop a check list for evaluation of a child caregiver. [PREPARATION: Cut slips of paper, about 8¼ x 2¼ inches. Cut enough paper so that each group will have about 50 slips of paper.] Divide the class into small groups. Provide each group with the slips of paper and some felt-tip markers. Ask the students to brainstorm

about the tasks that a child caregiver must perform. Students write down each task on one slip of paper. Remind students to word the task in objective terms, behaviors that can be observed. Students might use the CDA (Child Development Associate) competency areas to organize their lists. The CDA Competency areas are: 1) Sets up and maintains a safe and healthy learning environment, 2) Advances physical and intellectual competence, 3) Builds positive self-concept and individual strength, 4) Organizes and sustains the functioning of children and adults in a group learning environment, 5) Coordinates home and center child-rearing practices and expectations, and 6) Carries out supplementary responsibilities related to the program. In addition to job specific evaluation, employees should be evaluated in terms of general employment competencies and personal capacities. Ask students to construct similar lists of general employment competencies and personal capacities. After brainstorming, students should have extensive lists of specific job skills, general employment competencies, and personal capacities. Ask the groups to prioritize the lists within each category. If necessary, some items might be eliminated, some combined with other items, etc. The goal is for students to have a manageable list of skills and competencies that can be evaluated in the child caregiver. When groups are finished, have them record their skills and competencies on a check list form. Use copies of Handout 40 for this purpose. Key Questions: What difficulties did you have in developing the check list? Why would this be a good way to involve staff members in developing an evaluation instrument?

DISCUSSION: Discuss Lab Experience 31 in which students practiced evaluating a child caregiver's skills. Key Question: How often should caregivers be evaluated? How much time should be spent in observation of the caregiver? Is it possible to be totally objective in evaluating an employee?

ROLE PLAY: Design some role play situations for students to practice a feedback session with a caregiver who has just been evaluated. Before the role plays, discuss the purpose of the feedback session. Key Questions: How should the feedback session be handled? When should it take place? Why is it important for the evaluator and the employee to make plans or set goals for improvement? How can the evaluator create an environment in which the employee feels comfortable?

OBJECTIVE

Outline strategies for guiding employees as they work through problems with other employees, children, or parents.

TRANSPARENCY: Show students Transparency 39, "A Positive Working Environment." Key Questions: What do these guidelines have to do with employee problems? How do each of these guidelines help prevent problems? Explain to students that prevention is the first step in guiding employees as they work through problems. A great many problems are caused or created by poor working conditions, rather than poor employees.

HANDOUT: Give students a copy of Handout 41 which discusses motivation in child caregivers. Key Questions: What is motivation? Why are people motivated to work with young children? What aspects of working with young children are frustrating? How can the child care program director motivate employees?

LEARNING CENTER: Prepare a learning center with articles and books on job stress or burnout. For each article or book chapter, provide a list of study questions for students to answer after their reading. [NOTE: See references at the beginning of the unit for articles and books.] Key Questions: What effect does job stress or burnout have on the working environment at a child care program? Is burnout different for directors, caregivers, cooks, etc.? Why are directors especially prone to job burnout?

SURVEY: Have students prepare a simple telephone survey on job stress or burnout for directors of child care programs. Students can draw upon the reading done in the activity above. Have students conduct a survey of area directors to analyze the level and types of stress common to child care program directors. Analyze the results in class. Key Questions: What aspects of the director's job are particularly stressful? Why are problems with employees stressful? What can directors do to avoid burnout or job stress? Have students prepare a list of strategies.

TRANSPARENCY: Show students Transparency 40, "Conflict." Key Questions: Is conflict inevitable? What situations in the child care program are susceptible to conflict? How can conflict be minimized?

HANDOUT: Give students a copy of Handout 42 which lists six steps that can be used in problem solving. Discuss each step and the questions that help in problem solving.

FOLDER EXCHANGE: Use a folder exchange to help students understand that there are a variety of possible solutions to a problem. Use the problem-solving steps presented in Handout 42. [PREPARATION: Using a felt-tip marker write on the outside of several file folders problems which child care program directors commonly experience. Some possible problems include: finding a substitute at the last minute, two caregivers who are not getting along well, the wrong product was left by the wholesaler, the air conditioning system keeps going out, a caregiver having family problems, etc. Inside each folder place several copies of a form showing the first four problem solving steps and space to write answers.] Divide the class into groups so that each group has a different folder. Give each group a number. Ask each group to discuss the problem and record their strategies for solving the problem on one of the enclosed sheets. Give the students about five to 10 minutes for their discussion. After each group has discussed and answered the questions, they are to fold their sheet in half so their problem solving strategies do not show. Groups write down their number on the outside of this sheet. Now the groups exchange folders and repeat the same steps. When each group is finished, they can unfold and compare their strategy to that of the previous group(s). Exchange continues until each group has their first folder back.

ROLE PLAY: Divide the class into small groups of three or four students. Involve the groups in a variety of role play situations in which students practice problem solving. [PREPARATION: Before class prepare some note cards with problem situations that might be encountered by a child care program director. Focus on problems involving people. Have at least three roles or people involved in each case.] Divide the case cards among the groups. Ask members to role play a problem solving session focusing on the situation as described on the case card. Groups can exchange cards and try their skills in different situations.

OBJECTIVE

Explain how employees' records are established and maintained.

TRANSPARENCY: Show students Transparency 41 which lists the type of personnel records which should be kept on file at the center. Key Questions: How often do each of these records need updating? Who should have access to these records? How should these records be filed? Should everything be kept in one file? Why? Which records are required by licensing standards? Which are required by the government agencies?

MODELS: Have students develop a model of a personnel folder which contains forms for all necessary records. Provide samples of forms which are used by child care programs, or develop some of your own. Provide each student with copies of all forms. Ask students to arrange the forms in a file folder and include a check list on the inside cover.

DISCUSSION: Discuss Lab Experience 33 in which students investigated record keeping practices at a child care center. Point out the variety of methods for keeping and organizing records. Explain that the method is up to the individual director. The record keeping system should, however, be simple and well-organized so that another individual could retrieve information if necessary.

Personnel
Unit III Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. ______ Organizational charts indicate
A. employee policies and benefits.
B. philosophy and goals of the child care program.
C. the merit and seniority system.
D. lines of communication and authority.

2. ______ An organizational chart which indicates each department's manager is called
A. horizontal.
B. bilateral.
C. vertical.
D. circular.

3. ______ The format for a simple job description would include
A. education required, health information, breaks, schedules, and evaluation and records information.
B. job title, hours, center policies, sick leave information, vacation, and orientation requirement.
C. pay scale, information on dealing with emergencies, working hours, and information on promotions.
D. job title, experience required, daily duties, periodic duties, and occasional duties.

4. ______ The employee should learn about his or her supervisory responsibility
A. on the first day of work.
B. after reading about the program's organization in the employees' handbook.
C. from the job description.
D. by reading the job ad in the paper.

5. ______ A basis for job qualifications can be found
A. in the state's minimum standards.
B. in the local health code regulations.
C. by contacting the public schools.
D. in the Equal Employment Opportunities Commission materials.

6. ______ Employee policies are more likely to be followed if
A. they are established by the director.
B. employees are informed of the policies in a handbook.
C. employees are told about the policies as the need arises.
D. they are always the same, never revised.

7. ______ Employee policies are most influenced by
A. the type of business.
B. financial status.
C. governmental regulations.
D. goals of the child care program.

8. ______ When establishing employee working schedules, the director is most concerned about
A. providing lunch hours.
B. maintaining the child-staff ratio.
C. cost of employee hours.
D. meeting the needs of parents.

9. ______ According to legislation for equal employment opportunities a child care program director would *not* ask a prospective employee
A. about past work experience.
B. to explain her or his child care arrangements.
C. to describe how he or she would handle a hypothetical situation involving care of children.
D. about an arrest record.

10. ______ One of the most effective ways to learn about an applicant's abilities to work with children in your program is to
A. observe the applicant working with the children.
B. contact former employers who have knowledge of the applicant's skills.
C. contact the applicant's personal references.
D. give the applicant a written test on caring for young children.

11. ______ A period of time set aside to see how a new employee performs is known as
A. orientation.
B. trial and error.
C. probation.
D. the contract.

12. ______ Documentation
A. is a set of books which can be used as a resource library.
B. is the scrapbook kept by the director depicting special events.
C. involved organizing and maintaining the children's developmental charts.
D. protects the director when disciplining an employee.

13. ______ Immediate dismissal is appropriate for
A. being late to work.
B. taking too many sick leave days.
C. arguing with a parent.
D. striking a child.

14. ______ A staff meeting should be scheduled
A. regularly.
B. only when problems need to be discussed.
C. annually.
D. in conjunction with a parent meeting.

15. ______ The agenda for a staff meeting
A. organizes the meeting.
B. sets the time for the meeting.
C. should not be shared with the staff.
D. helps to settle personal problems.

16. ______ Formal employee evaluations
A. should be conducted only when an employee is incompetent.
B. involve the systematic use of written forms or check lists.
C. are conducted annually by the members of the board of directors.
D. involve daily feedback from the director to the caregiver.

17. ______ Two caregivers assessing each other's strengths and weaknesses is known as
A. self-evaluation.
B. formal evaluation.
C. peer evaluation.
D. check list evaluation.

18. ______ Evaluation of caregivers should be based on
A. the state minimum standards.
B. established competencies.
C. information in the child development textbooks.
D. the articles of incorporation.

19. ______ The most important strategy to follow in guiding employees as they work through problems is to
A. establish an authoritarian leadership style.
B. establish an honor system among the employees.
C. establish a positive work environment.
D. allow employees to work out problems without intervention.

20. ______ When a director or employee feels little energy on the job and is unable to do all that needs to be done, this is known as
A. reentry.
B. stagnation.
C. repression.
D. burnout.

21. ______ The director who is using wise problem solving strategies is

A. Mr. Cho. Mr. Cho has had frequent complaints from one parent. The parent has been trying to make an appointment with Mr. Cho all week. When the parent calls Mr. Cho and complains about another problem he suggests that she look for another child care center.

B. Ms. McGraff. A caregiver and the cook are having a disagreement about involving the children in a cooking activity. Ms. McGraff invites the two employees to a conference. She asks them to explain the nature of the problem and why it is a problem.

C. Mr. Petersen. The caregivers have been forgetful of putting away the wheel toys at the end of the day. At night the rain and dew cause the toys to rust. Mr. Petersen explains at the staff meeting that from now on no one will be able to leave at the end of the day until the playground has been inspected to see that all wheel toys are put away.

D. Ms. Rios. A caregiver has been having particular problems with a child. At a staff meeting the caregiver asks to discuss the problem. Ms. Rios explains that staff meeting is not the place to discuss the children. She tells the caregiver that the child will be moved to another room.

22. ______ Typical items found in an employee's file are

A. the application form, salary history, TB test results, training record, and evaluation forms.

B. date of birth, marital status, ages of children, transportation used, and social security number.

C. lab assignments, handouts, evaluation forms, and grades from the local community college.

D. interview records, pay scale, children's attendance records, and sick leave record.

DIRECTIONS

For Items 23-25, write a short essay.

23. If a child care program fails to establish written personnel policies what can happen?

24. A director has selected two applicants as qualified for a caregiver position based on the application forms. In what ways can the director find out which applicant would be best?

25. What are six steps which can be used in problem solving? Explain the steps using an example of a personnel-related problem.

Performance Objectives Finances Unit IV

Funding

- Demonstrate ways in which fees can be determined for child care services.
- Describe funding sources available to child care programs.

Record Keeping

- Develop a system for maintaining accurate financial records.
- Prepare a staff payroll.
- Determine how to pay taxes as a debtor and as an agent.
- Devise a system for keeping inventory of equipment and supplies.

Financial Control

- Plan and evaluate an annual budget.
- Outline strategies for controlling costs.

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Suggested Classroom Experiences

Funding

OBJECTIVE

Demonstrate ways in which fees can be determined for child care services.

TRANSPARENCY: Show students Transparency 42 and discuss the various factors which influence the amount of fees charged for child care services. Key Questions: How can the director collect information on these influences? Why is it important to find out about the community standard or "going rate" for child care services? Point out to students that the major factors in determining fees are overall costs of the program and the number of children enrolled.

SURVEY: Have students plan and coordinate a telephone survey of area child care programs to determine weekly fees per child and number of children enrolled. Students might use a chart similar to the illustration below to record their information.

Program	Weekly Fee(s)	No. Enrolled	Additional Fees

Be sure students note situations in which fees differ depending on the age of the child. Also have students note discounts given for siblings enrolled and ask about additional fees such as an enrollment fee, a supplies fee, or charges for food service. In class reproduce the results of the survey on the chalkboard or overhead for all to see. Based on this information, ask students to calculate the estimated annual income of each program assuming that enrollment remains the same.

TRANSPARENCY: Show students the cartoon depicted on Transparency 43. Introduce the concept of breakeven analysis. [NOTE: Breakeven analysis is the point at which income and expenses balance. For details on this concept see *Managing the Day Care Dollars* by Gwen G. Morgan.] Key Questions: What is the significance of the breakeven point? How does calculating the breakeven point help a director determine fees?

HANDOUT: Give students a copy of Handout 43 which summarizes the steps in calculating the breakeven point. Have students practice using the equation on the handout to calculate fees. On the chalkboard write the following sets of variables for students to use:

1. N = 50; F = \$30,000; V = \$30,000; S = \$60,000
2. N = 50; F = \$50,000; V = \$30,000; S = \$60,000
3. N = 100; F = \$50,000; V = \$40,000; S = \$80,000
4. N = 75; F = \$50,000; V = \$35,000; S = \$65,000
5. N = 60; F = \$30,000; V = \$25,000; S = \$50,000

Key Questions: What would be the weekly fee for each of these equations if the program operated 50 weeks out of the year? Could parents afford to pay these fees? What happens when your licensing capacity is limited but your expenses are so great that you must charge unreasonable fees? What could be done to resolve this dilemma?

DISCUSSION: Discuss Lab Experience 34 in which students developed a breakeven analysis chart. Key Questions: How can such a chart help the director plan for the future? Why would such charts be useful in presenting a budget to the board of directors or a funding agency? [NOTE: A correct copy of the completed chart for this exercise is found in the Answer Key.]

RESEARCH: Ask several teams of students to investigate computer software which could be used to do a breakeven analysis. If possible, have students arrange for demonstrations. Key Questions: Would it be possible to develop a program to do breakeven analysis? Ask students interested and knowledgeable in this area to investigate this possibility.

CHARTS: Obtain copies of sliding fee scales from references or from various child care programs in your area. [NOTE: See "Money Management Tools—Sliding Fee Scales" by Roger Neugebauer in the *Child Care Information Exchange*, June 1979.] Using transparencies or poster boards, prepare the charts for display. Introduce to students the concept of sliding fee scales. Key Questions: How do sliding fee scales help parents? How can a child care program recover some or all of the portion of the fee that parents cannot pay? In other words, how should these parents be subsidized? How should eligibility for a reduced fee be determined? Outline the steps that are followed when establishing a sliding fee scale. [NOTE: Refer to Neugebauer's article or invite a guest speaker to explain this process to students.] Devise several problems for students to do in order to gain experience in setting up a sliding fee scale. Key Question: How could computers be used to help a director develop a sliding fee scale?

OBJECTIVE

Describe funding sources available to child care programs.

COMPARISON CHART: Divide the class into small groups. Ask each group to brainstorm about ways in which child care programs are funded. Have students write down their ideas. Discuss the lists as a class. On the chalkboard or on a large wall chart, list all of the funding sources. Mark two columns, one titled "Advantages" and one titled "Disadvantages." For each funding source, ask students to name the advantages and disadvantages. [NOTE: Be sure students include the following funding sources: parent fees, government agencies, church groups, private foundations, fund raisers, school districts, and loans.]

BOOKLETS: Involve students in developing a booklet which will give creative ideas for fund raising. Have students think of a creative theme or format such as a recipe book. To collect ideas students can research references or contact area child care program directors and ask them for their ideas. [NOTE: Some creative fund raising ideas are reported in issues of the *Child Care Information Exchange* under the heading "The Money Game."]

DIRECTORY: Have students research and prepare a directory of governmental agencies and private foundations which are known to fund child care programs. Students can find out from area child care program directors about the funding sources they use. [NOTE: Students might examine the *Foundation Index and Directory* from the Foundation Center, 888 7th Avenue, New York, NY 10019 or Virginia White's book *Grants: How to Find Out About Them and What to Do Next*.]

SIMULATION: Arrange for students to practice developing proposals for funds from various agencies. Students would need to obtain the necessary forms and instructions by writing to the funding agencies. [NOTE: Proposal writing involves many skills and students will find that it is not an easy task. The purpose of this experience is not to have students become expert grant writers but to expose them to the complexities involved.] After students have tried developing a grant, have a class feedback session for students to share insights.

GUEST SPEAKER: Invite a representative of the Small Business Administration to visit with the class about applying for loans through this agency. Key Questions: How much money could be borrowed? What is the method of repayment? What is the current interest rate? What happens if after receiving a loan, your business fails? What criteria are used to judge whether an applicant is a good risk? Ask the guest to provide copies of forms and instructions which are used in applying for a loan.

PANEL DISCUSSION: Arrange to have several loan officers from local banks participate in a panel discussion about funds for small businesses. Ask the guests to explain the procedure that an individual or corporation would follow in applying for a loan. Key Questions:

What laws govern bank loans? What does a loan officer need to know about a business before a loan is granted? What kinds of loans are available?

ESSAY: Conclude the discussions on funding by having students write an essay to explain 1) "Why I would rather direct a not-for-profit program" or 2) "Why I would rather direct a for-profit program." Their responses should be based on the advantages and disadvantages of the different types of funding available.

Record Keeping

OBJECTIVE

Develop a system for maintaining accurate financial records.

TRANSPARENCY: Show students Transparency 44 and discuss the importance of accurate bookkeeping. Ask students to give at least three reasons why financial record keeping is essential. Terms mentioned on the transparency relate to the tools needed to keep accurate records. Definitions can be found in the glossary and in the activities to follow.

SURVEY: Involve students in a survey of area child care programs. Ask the students to find out what methods are used to keep financial records. Information that the students gather can be summarized in a table similar to the illustration below.

Method Used	Type of Child Care Program
1. Director keeps books	
2. Part-time bookkeeper keeps books	
3. Accountant keeps books using voucher system	
4. Administrative office keeps books	
5. Center secretary keeps books	
6.	
7.	

Key Questions: How does the type of child care program influence the method of financial record keeping? How does a child care program director decide on which method would work best?

PANEL DISCUSSION: Arrange for a panel of child care center directors from different types of child care programs to participate in a panel discussion on financial record keeping. Invite a representative from each of the following types of programs: government funded, sole-owner proprietory, franchised, church affiliated. Ask panel members the following questions: How are your records kept? What type of bookkeeping system do you use (single-entry, double-entry, cash basis or accrual)? In what ways are your records useful to you in planning? How do your records help you meet government requirements for record keeping? Which type of child care program seems to have the most complex system? the simplest?

GUEST SPEAKER: Invite a representative of an accounting firm to discuss a voucher system through which the firm handles all the record keeping responsibilities for a child care program. Key Questions: What types of records does the director need to keep? What information is needed by the accounting firm? What forms are used? How much does such a system cost? What are the advantages of using the voucher system? What are the disadvantages? How large should a child care program be before considering such a system?

TRANSPARENCY: Show students Transparency 45 which lists the basic bookkeeping tools for a single-entry system. The *general journal* is a running record of all financial transactions. From the general journal, various transactions are posted into the *ledgers* which contain accounts. The *general ledger* is broken into accounts which reflect the categories of income and expenses as shown in a budget. The *payroll ledger* is used to keep track of the details concerning each employee's pay. The *income ledger* or *parent fees ledger* can be used to keep track of the fees paid and owed by parents for child care. Summary information from the payroll and income ledgers are posted into the *general ledger*. Also posted in the general ledger are all other transactions as listed in the general journal, such as expenses.

HANDOUT: Give students a copy of Handout 44 which shows how a general journal might look. Entries are made as the financial transactions occur with the date, a description of the transaction, the account number to which the entry should be posted, and the amount of the transaction. The column marked with the check is used to indicate when the transaction has been posted into the general ledger, income, or payroll ledger. Entries from the general journal should be posted into the ledgers every few days.

DISCUSSION: Discuss Lab Experience 35 in which students practiced making entries into a general journal. Ask students to check the accuracy of their work with a partner. Key Question: What can happen if a mistake is made in an entry? How can the person in charge of the general journal check his or her work?

POSTER: Display a poster which lists a *chart of accounts* that might be found in the general ledger. [PREPARATION: Prepare a poster with the following chart of accounts:

Account Number	Account Title
100	Income from Parent Fees
200	Salaries
201	Payroll Withholding
202	Payroll FICA
203	Rent
204	Utilities
205	Telephone
206	Maintenance
207	Equipment
208	Insurance
209	Supplies
210	Food
211	Transportation
212	Training]

The titles of the chart of accounts relate to the items that are listed in a budget. A chart of accounts in a more complex bookkeeping system will have more compartments organized by assets, liabilities, equity, income, and expenses.

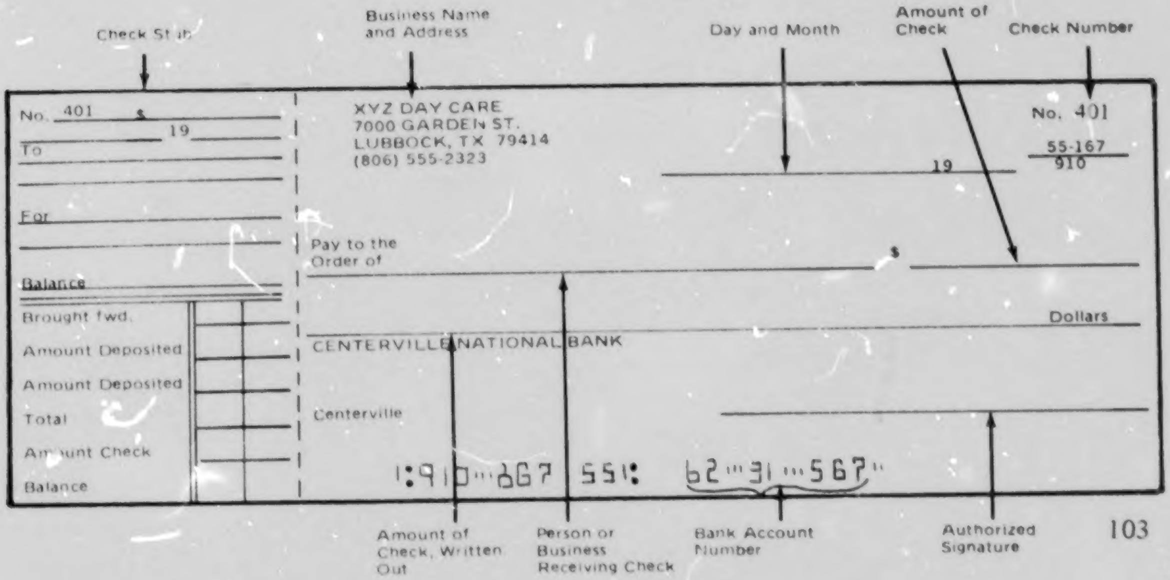
HANDOUT: Give each student 14 copies of Handout 45 which illustrates a ledger format for single-entry bookkeeping. Ask students to set up a general ledger using the account numbers and titles from the poster used in the activity above. The annual budget figure is used to help remind the director of the amount of funds allocated for this account during the year. Each page will be numbered as page 1. As pages are added to each account, page numbers are added.

HANDOUT: Give students a copy of Handout 46 which gives a possible format for the parent fee's ledger. From this ledger, totals or summaries of fees paid can be entered into the general ledger under the income account (Income from Parent Fees). Key Questions: How does this ledger help the director know which parents are behind in payments? Why should each parent or family have a separate sheet in the ledger? How can this ledger be used to prepare year-end statements for parent income tax deductions?

DISCUSSION: Ask students to discuss Lab Experience 36 in which they practiced posting entries from a general journal into the various ledger accounts. Working as partners, have students check the accuracy of their work.

WORKSHOP: Plan and conduct a workshop on double-entry bookkeeping. This bookkeeping system is used in many businesses. An accounting or bookkeeping instructor from your college might be willing to conduct such a workshop. If this is not possible, you might prepare the workshop using *Dollars and Sense: Accounting Overview for the Social Services Manager and Non-Accountant* by the Welfare Research Organization. See bibliography for the complete listing. Key Questions: What are the advantages and disadvantages of using the double-entry bookkeeping system? How important might it be for a child care program director to take a course in this system? Point out to students that when double-entry bookkeeping is used, it might be wisest to hire a part-time bookkeeper or accounting firm to handle the bookkeeping system. It is important, however, for a director to understand the fundamentals in order to communicate with these individuals.

BULLETIN BOARD: Use a bulletin board similar to the illustration below to help students learn how to write business checks. Use yarn to make the lines between the name of the item and the place where it is located on the check. Key Questions: Why is it essential to record all necessary information on the check stub? Why do some organizations require two signatures on each check? What do you do if you make a mistake on a check? Why should you always calculate your balance after writing each check or making a deposit? Prepare a handout with a facsimile of a business check and have students practice writing and recording business checks.


Check Stub
Business Name and Address
Day and Month
Amount of Check
Check Number
No. 401 $
19
To
For
Balance
Brought fwd.
Amount Deposited
Amount Deposited
Total
Amount Check
Balance
XYZ DAY CARE
7000 GARDEN ST.
LUBBOCK, TX 79414
(806) 555-2323
No. 401
19
55-167
910
Pay to the Order of
$
Dollars
CENTERVILLE NATIONAL BANK
Centerville
1:910⑈667 551: 62⑈31⑈567⑈
Amount of Check, Written Out
Person or Business Receiving Check
Bank Account Number
Authorized Signature

OBJECTIVE

Prepare a staff payroll.

FLIP CHART: Use a flip chart to help students learn the sequence of steps in preparing a staff payroll. [PREPARATION: Write the following steps on the pages of the flip chart:

Page 1: Step 1. Document hours worked by each employee. Record these hours in the payroll ledger.

Page 2: Calculate gross salary. If employee works by the hour, multiply hours worked by the hourly wage. Enter gross salary in the payroll ledger.

Page 3: Calculate deductions for state and federal income tax, FICA, and health insurance, if any. Enter these figures in the payroll ledger.

Page 4: Subtract total deductions from the gross salary. This is the net salary. Enter this amount in the payroll ledger.

Page 5: Prepare employee paychecks. On the check stub attached to the check, fill in the deductions. Record the check in the payroll ledger.

Page 6: Post deductions and net salary in the appropriate general ledger accounts.]

Key Questions: What are some ways to document employees' hours? How would you document and figure salary for overtime hours?

SIMULATION: Give students a copy of Handout 47, an example of a payroll ledger. Using this ledger and the appropriate tax tables, have students prepare a staff payroll. Use the flip chart to help students go through the steps. Information such as the following can be used to create the exercise:

Employee	Hours Worked	Wage
Abbott	40	$3.95
Baldoza	40	4.10
Ford	20	3.10
Green	35	3.35
Harlan	40	4.00
Herrera	40	3.90
McNabb	20	3.50

Employee	Hours Worked	Wage
Robins	20	$3.10
Wood	43	4.10

A handout could be prepared of a payroll check and check stub. Students can complete the simulation by making out the payroll checks, then posting the information from the payroll ledger into the proper accounts in the general ledger. Key Question: What is done about overtime?

GUEST SPEAKER: Invite a bookkeeper from a large child care program to share with the class his or her system for preparing a staff payroll. Key Questions: What special tips should you keep in mind when preparing a staff payroll? What do you do when you find out that you made a mistake on a payroll check? When are checks distributed? How important is it to keep payroll information confidential?

OBJECTIVE:

Determine how to pay taxes as a debtor and as an agent.

TRANSPARENCY: Show students Transparency 46. As an employer, a director will have two roles in relation to taxes, one as a debtor, one as an agent. As an agent, the director collects taxes from employees and sees that they are paid to the government. As a debtor, the director is liable for taxes on income which the business produces, matching taxes equal to the employees' FICA or Social Security tax, real estate taxes if the building is owned, and other local taxes.

HANDOUT: Give students a copy of Handout 48, a tax worksheet. Students can use this sheet to collect information on the various kinds of taxes which might affect a child care business and the forms needed. As a director, students can use this form to keep track of taxes due, amount paid, etc. Have students conduct research and complete the first two columns and the last column. Key Question: How can such a chart help a director meet tax obligations on time?

DISPLAY: Collect and display the various forms associated with the collection of taxes. Provide copies of some of the forms and have students practice filling out the forms with sample data. Point out the importance of following the directions. Suggest that the forms be filled out in pencil first, then typed.

MILESTONE CHARTS: Have students design a milestone chart for the payment of taxes. [NOTE: Milestone charts are described in Unit I.] Give students a model to work from that is based on a real child care program. You might contact a local program and find out what type of taxes are paid and when. Give this information to students and have them design the milestone chart.

SEMINAR: Arrange for a representative of the Internal Revenue Service to visit with the class about the payment of taxes as a debtor and as an agent. Key Questions: How does the child care program director determine the amount of income taxes due? What forms are used? Why must individuals who own a business pay taxes in advance, so to speak? [NOTE: As a variation, you might have representatives from an accounting firm or the Small Business Administration visit with the class about these important roles.]

OBJECTIVE

Devise a system for keeping inventory of equipment and supplies.

CARD FILE: Have students develop an inventory card file for major pieces of equipment that are commonly found in a child care center. Each card should contain space for the following information: name of the item, date purchased, cost, manufacturer, warranty number and expiration date, depreciation accumulated, and insured value. On the back of the card space should be provided for a service record on the item. Include the following equipment: typewriter, washer, dryer, oven, refrigerator, freezer, small kitchen appliances, air conditioner, heating system, lawn mower, cribs, filing cabinets, desks, etc. Key Questions: What is the value of keeping such detailed records of equipment? How often should the items in this file be inventoried? How does accurate inventorying of major equipment help in controlling costs?

DEMONSTRATION: Invite a representative of the local police department to demonstrate marking items with an identification number. Key Questions: How does marking items belonging to the child care center with an identification number help protect the center from theft? Does such marking affect insurance rates?

DISCUSSION: Discuss Lab Experience 37 with students. Ask students to share their experience in preparing a detailed inventory list of a classroom. Key Questions: Is it worthwhile to prepare such a detailed inventory? Should at least two people be involved in preparing such a list? Why?

BRAINSTORMING: Divide the class into small groups. Ask the groups to brainstorm about ways to keep up with supplies through an inventory system. Key Questions: How can the director know when to reorder supplies without counting every item on a regular basis? What role might storeroom organization play in maintaining supplies and an accurate inventory record? [NOTE: One way to maintain an ongoing inventory is to organize the supply room in such a way that counting items is done at a glance. Items are stacked in groups of ten or any multiple that is easy to work with. Labels can be placed on the shelves where certain items are to be stacked. A check list of some type can be kept to mark off any item taken from the storeroom. In some programs, a form is completed for each item taken.] As a follow-up activity, you might have students contact various human services organizations to see how they maintain their inventory lists of supplies.

RESEARCH: Ask interested students to find out about microcomputer software that could be used for maintaining inventory records on equipment and supplies. If possible have the students arrange for a demonstration. Students familiar with computer programing might wish to develop a simple program for maintaining an inventory system.

Financial Control

OBJECTIVE

Plan and evaluate an annual budget.

BRAINSTORMING: Divide the class into small groups. Ask each group to brainstorm about the question "What is a budget?" Once the group has reached a definition, ask them to continue discussing the purposes or functions that a budget serves. Have students make a list of all the possible functions of a budget. After the groups have finished their discussion, invite them to share their definitions and list of functions.

TRANSPARENCY: Show Transparency 47 to students. Discuss the importance of budgets in ensuring that expenses do not exceed anticipated income. In not-for-profit programs, the goal is to balance expenses with income.

POSTER: Use a poster to show students one method by which an operating budget might be established. [PREPARATION: Prepare a poster or wall chart similar to the illustration below:

Budget Preparation Process

1. Identify the goals and functions of the child care program.
2. Determine the amount and source of anticipated income.
3. Examine financial records from the past year for estimates on expenses.
4. Determine what activities, materials, etc., will be added to the program the coming year and estimate costs.
5. Prioritize the budget. Identify elements that are most important and elements that are flexible.
6. Use a line-item budget format to show income, expenses, and net profit.
7. Adjust the budget if expenses will exceed income. Remember to allow extra funds for unexpected expenses or decrease in income.

8. Prepare and give budget presentation to board of directors or funding agency.]

Key Questions: Why is it important to keep the program's goals and functions in mind when preparing the budget? Why is it important to set priorities? Why should the budget be approved by the board or funding agency? If you own your business, who else might help you check your budget?

HANDOUT: Give students a copy of Handout 49 which is one format for a line-item budget. Backup sheets can be provided to show details such as payroll and fringe benefit expenses for employees. Key Question: How can the budget's line-items help in setting up a bookkeeping system?

DISPLAY: Collect copies of budgets from child care programs in your area, if possible, or from references. Prepare a display or learning center for students so that they can examine actual budgets. Key Questions: How does the format differ from program to program? What percent of each budget is taken up by the expense of salaries? Can you tell by examining a budget what kinds of goals, functions, services, or priorities the program has? How?

DISCUSSION: Discuss Lab Experience 38 with students. Ask students to share the ways in which they calculated the various figures. Have students exchange budgets and notice the different ways in which this problem could be solved.

SIMULATION: Assign a simulation project to small groups of students. Ask each group to act as a planning committee for a new child care program. Let the students decide what kind of program they would like to start. Have the students conduct research to develop a start-up budget for this new program. Provide time in class for students to present their plans and budget. Key Questions: How is a start-up budget different from the annual operating budget? How could a breakeven analysis help in preparing a start-up budget?

ROLE PLAY: Involve students in role playing a budget presentation to a board of directors. Ask students to prepare visual aids which will help the board members understand the budget. Members of the class who play the role of board members can ask questions of the director. Key Questions: How should a director react to a board member who challenges a budget item? What happens when the board does not approve a budget? How can a director and board reconcile differences of opinion on how funds should be expended? [NOTE: One way students might use visuals is to prepare a pie graph of the budget which shows how costs are divided. Students can also make use of some of the planning graphs presented in Unit I.]

OBJECTIVE

Outline strategies for controlling costs.

TRANSPARENCY: Show students Transparency 48 which summarizes various strategies for controlling costs. Key Questions: What other strategies can you suggest? Of all these strategies why might the monthly financial status report be the most important?

CHART: Give students a copy of the Cash Flow Calendar, Handout 50. Using this as a guide, have students prepare a complete cash flow calendar. At the bottom of the calendar space should be provided under each month column for two additional figures, total income and total expenses. By using such a chart, the director projects potential income and expenses for each month. In some months, expenses might exceed income. In that case, the director should be sure that income in the preceding months is great enough to offset the upcoming expenses. Major purchases can be planned in months when income is expected to be greatest, for example after a fund raiser. Key Questions: What does a cash flow calendar tell you that an annual operating budget does not? How does such a chart help the director control finances?

HANDOUT: Give students a copy of Handout 51, The Monthly Financial Statement. Such a statement should be prepared at the end of each month. Key Questions: In what ways does the monthly financial statement help the director spot potential problems? What can happen if such a statement is not prepared each month?

BULLETIN BOARD: Have several interested students read the article "Managing Your Money: Avoiding the Pitfalls" by Roger Neugebauer. [NOTE: See bibliography for the complete reference.] Ask students to prepare a bulletin board, display, or presentation which will highlight this article.

PRESS CONFERENCE: Ask interested students to research references and interview child care program directors for ideas on controlling costs. The students' goal is to become "experts" on cost control. In class have these students hold a "press conference" in which they answer questions given to them by members of the class on this topic. As a follow-up activity, have students prepare a handbook or fact sheet on ways to control costs in child care.

CASE STUDY: Read the following case study to students: Two child care center directors were in the same predicament.They needed to cut expenses somewhere in their budget by $1,000. One director initiated a cost cutting program whereby staff members were encouraged to be conservative with supplies. They used half sheets instead of whole sheets of construction paper; they added more water to the paint; they melted down small crayons and made new ones; they spent hours making paper mache puzzle pieces to replace lost puzzle pieces; they used a cheaper brand of glue that didn't always hold well; they asked parents to save throwaway items for them to use in making toys, etc. At the end of the year, the staff had saved the $1,000. The other director analyzed the budget and decided to save the $1,000 by changing the health insurance policy to increase the employee's deductable from $50 to $100, thus reducing the premium by $1,000 per year. Key Questions: What impact did the decision of each director have on the employees? on the children? on the program as a whole? Which director do you feel made the wisest decision? Why? From this example, what rule-of-thumb might you suggest for ways to cut a budget's total expense.

DISCUSSION: Discuss Lab Experience 39 with students. Ask them to share their observations of time- and cost-saving practices in the child care center. Key Question: Which strategies are most effective and worthwhile? Why?

Finances
Unit IV Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. ______ The point where expenses equal income is known as
   A. a profit margin.
   B. the parent's fee for child care services.
   C. the accounting equation.
   D. the breakeven point.

2. ______ Factors which influence the fee to be charged for child care services include
   A. state licensing regulations and local health codes.
   B. program costs and community standards.
   C. regulations of the Small Business Administration.
   D. program costs and method of financial record keeping.

3. ______ One way to accommodate parents' varying abilities to pay for child care is to
   A. give parents up to six months to pay.
   B. develop a sliding fee scale.
   C. charge interest on late payments.
   D. take out a bank loan to subsidize these parents.

4. ______ One of the greatest disadvantages of using a government source for funding is that
   A. the program is reimbursed several months after the expenditures have been made.
   B. paperwork and bookkeeping requirements are minimal.
   C. the director must keep local congressional representatives posted on the activities of the program.
   D. a field representative from the funding agency must monitor the program weekly.

5. ______ A record keeping system whereby all receipts and bills are reported to an accounting firm is known as
   A. an accounts payable system.
   B. a voucher system.
   C. a double-entry system.
   D. a quarterly reporting system.

6. ______ Single-entry bookkeeping works well for
A. large, incorporated child care programs.
B. franchise child care programs.
C. government funded child care programs.
D. small, proprietary child care programs.

7. ______ All financial transactions should be recorded first in
A. the general journal.
B. an account.
C. the general ledger.
D. the register.

8. ______ Details about deductions from each employee's paycheck are found in
A. the payroll journal.
B. the payroll ledger.
C. the general journal
D. a business checkbook.

9. ______ Items listed in the general journal should be posted into the ledger accounts
A. immediately.
B. every few days.
C. every two weeks.
D. monthly.

10. ______ A list of all the categories in the general ledger is known as
A. the registery.
B. the balance statements.
C. a chart of accounts.
D. the bookkeeping classification system.

11. ______ An expense of $25.00 for repair of a typewriter might be posted into the
A. office supplies account.
B. equipment account.
C. equipment maintenance account.
D. consultants and contractors account.

12. ______ Which of the following is *not* a mandatory payroll expense?
A. health insurance
B. FICA
C. withholding
D. workers' compensation

13. ______ A parents' fee ledger helps the director
A. know the net income at a glance.
B. determine what fees to charge new parents enrolling.
C. in preparing the personnel payroll.
D. know which parents are behind in payments.

14. ______ A record of to whom each check is written, for what amount, and the resulting bank balance is kept
A. in the general journal.
B. in the income account of the general ledger.
C. in the receipts books.
D. on the check stub.

15. ______ An example of an in-kind contribution might be
A. a donation of $100 by the Scouts.
B. funding from a government agency.
C. volunteer hours by senior citizens.
D. fees paid by parents.

16. ______ The director paying social security and withholding tax to the appropriate government agency is acting as the
A. agent.
B. debtor.
C. creditor.
D. conductor.

17. ______ A contribution taken from an employee's paycheck is a contribution because it is
A. required.
B. a benefit to employers.
C. deducted.
D. voluntary.

18. ______ Budgets
A. are not necessary once a program has operated successfully for several years.
B. are financial plans for the coming year.
C. should never be deviated from.
D. should be developed by an accountant.

19. ______ In child care the largest budget item is
A. food.
B. rent.
C. curriculum supplies.
D. payroll.

20. ______ A budget prepared before a program opens to the parents and children is known as the
A. operating budget.
B. annual budget.
C. start-up budget.
D. simplified budget.

21. ______ A cash flow calendar can help a director
A. know when to raise parent fees.
B. prepare an income statement.
C. monitor expected income and expenses each month.
D. identify assets and liabilities at the end of the year.

22. ______ When preparing a budget it is wise to

A. adjust expected income down to account for low enrollment.
B. plan to spend all your expected income.
C. plan to raise parent fees about halfway through the year.
D. depend on income sources other than parent fees.

DIRECTIONS

For Items 23-25, write a short essay.

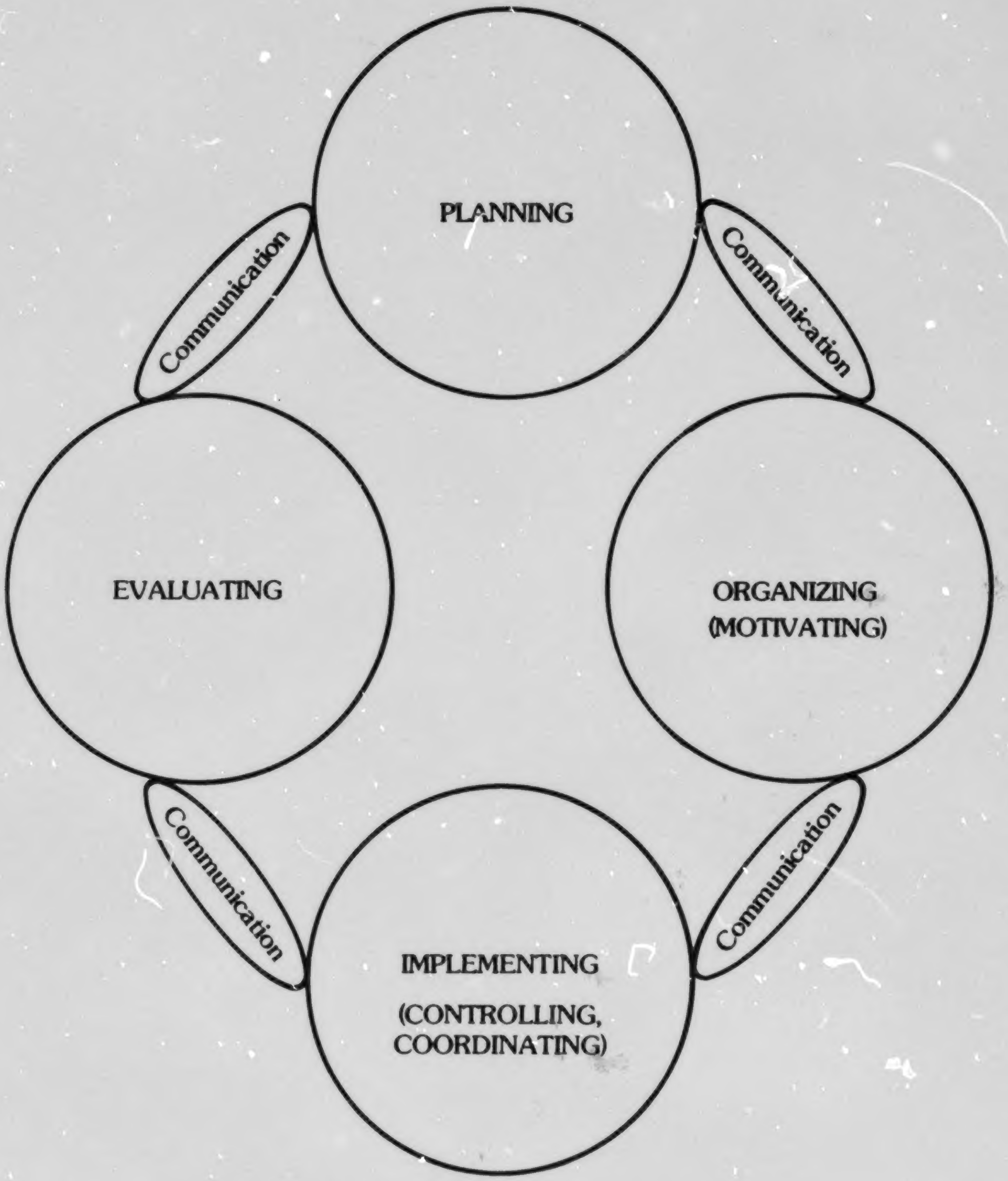
23. How can supplies be organized so that inventory records are always up-to-date?

24. What two creative ideas for fund raisers can you suggest? Describe what would be involved in planning each.

25. Outline several strategies for controlling costs in a child care program.

Transparency Masters

Functions of Management


PLANNING
Communication
Communication
EVALUATING
ORGANIZING (MOTIVATING)
Communication
Communication
IMPLEMENTING
(CONTROLLING, COORDINATING)

Writing Objectives

1. Be Specific. Tell:

- What is to be done
- Under what conditions
- To what extent or how much

2. Objectives Should be Related to a Goal

3. Make Objectives:

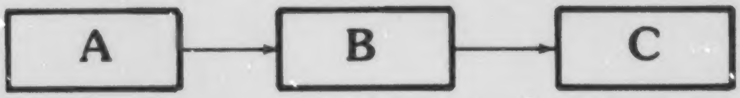
- Practical
- Reasonable
- Attainable

Decision-Making

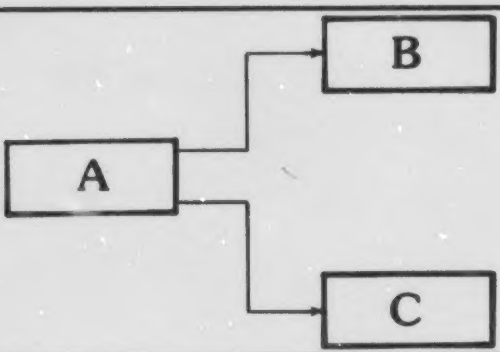
- Take your time.
- Get input from others.
- Analyze your options.
- Examine your priorities.
- Select a course of action with the best chances of success.
- Select a course of action with minimum undesirable side effects.
- Put your decision into effect.
- Evaluate.
- Revise your decision if necessary.

Using Precedent Diagrams

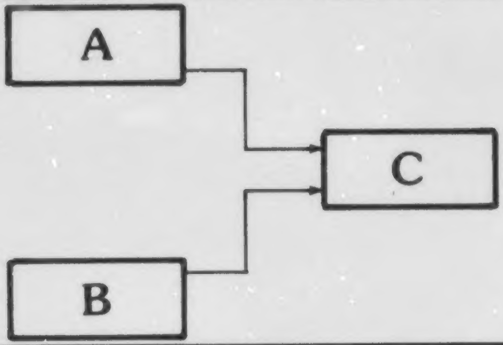
A must be done before B.
B must be done before C.



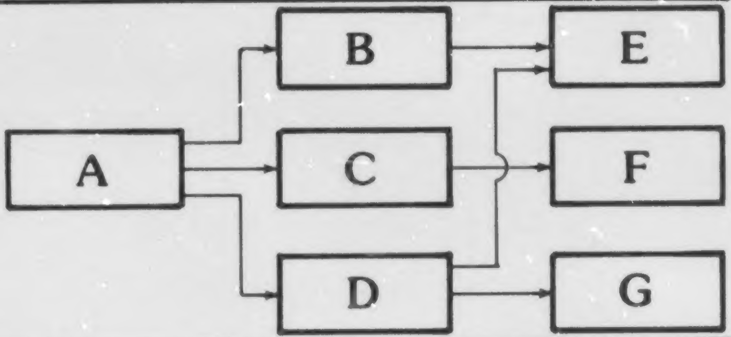
A must be done before B or C can be done. B and C are separate activities, but can be done at the same time.



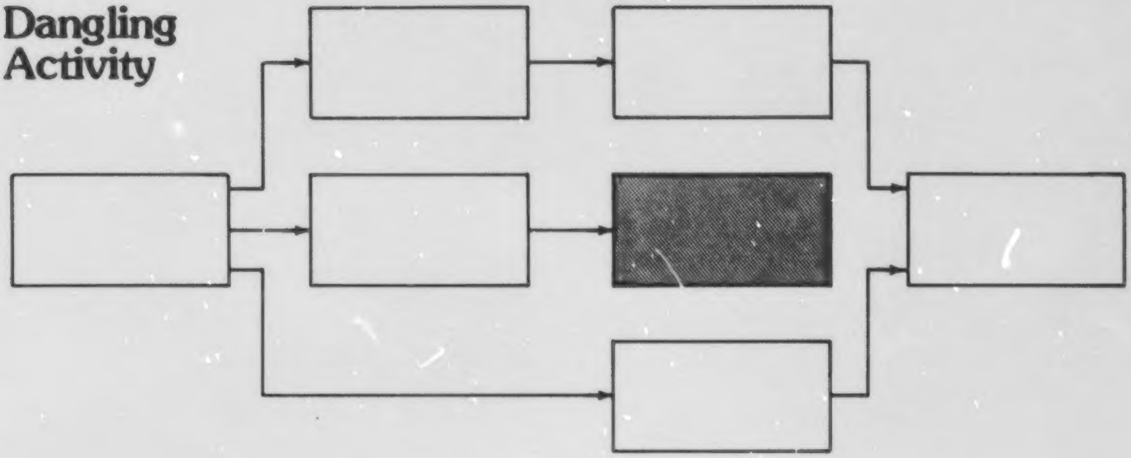
Both A and B must be done before C.



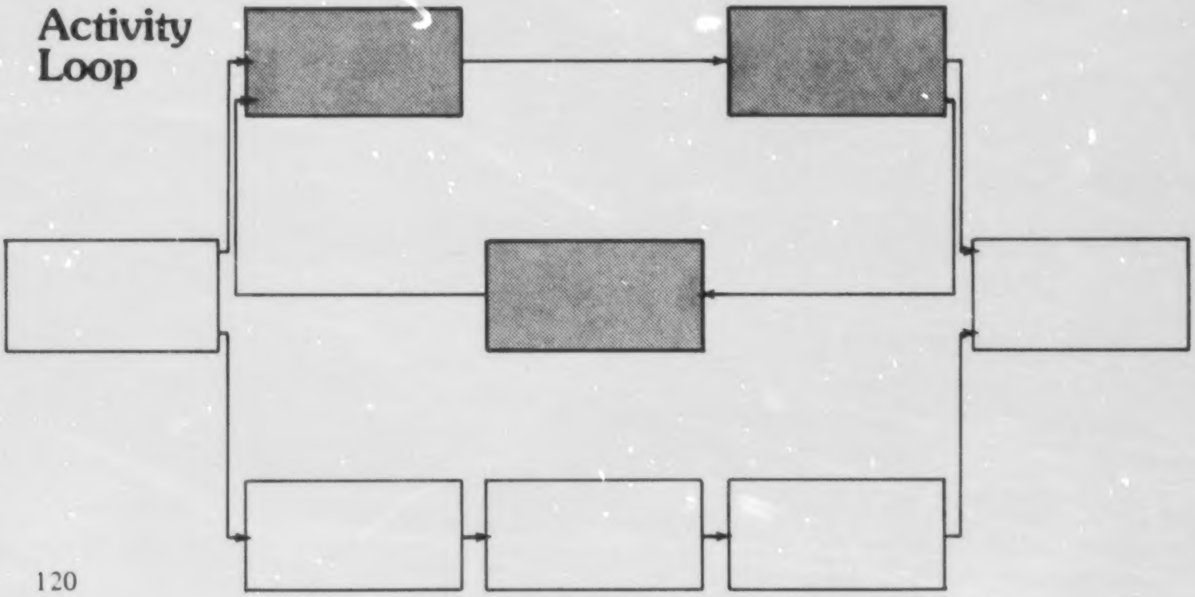
A must be done before B, C, or D can begin. C must be done before F. B and D must be done before E can begin.



Precedent Diagram Patterns to Avoid



Dangling Activity



Activity Loop

Delegation

Delegation includes:

- Assigning responsibility
- Giving authority
- Assigning accountability

Watch-Out!

If you are

- Operating from one crisis to another...
- Out for a day and things come to a standstill...
- Often missing your deadlines...
- Habitually preoccupied with details...
- Putting off considering those new ideas until you have more time...

you are not delegating!

T-8

Focus on Evaluation in Child Care Programs

WHAT CAN BE EVALUATED?

People

- Employees' performance
- Children's development
- Parents' participation
- Self-evaluation by the director
- Caregivers by other caregivers

Program

- Curriculum
- Learning centers
- Learning activities
- Learning materials
- Classroom arrangement

Procedures

- How things are done
- Lines of communication
- Policies

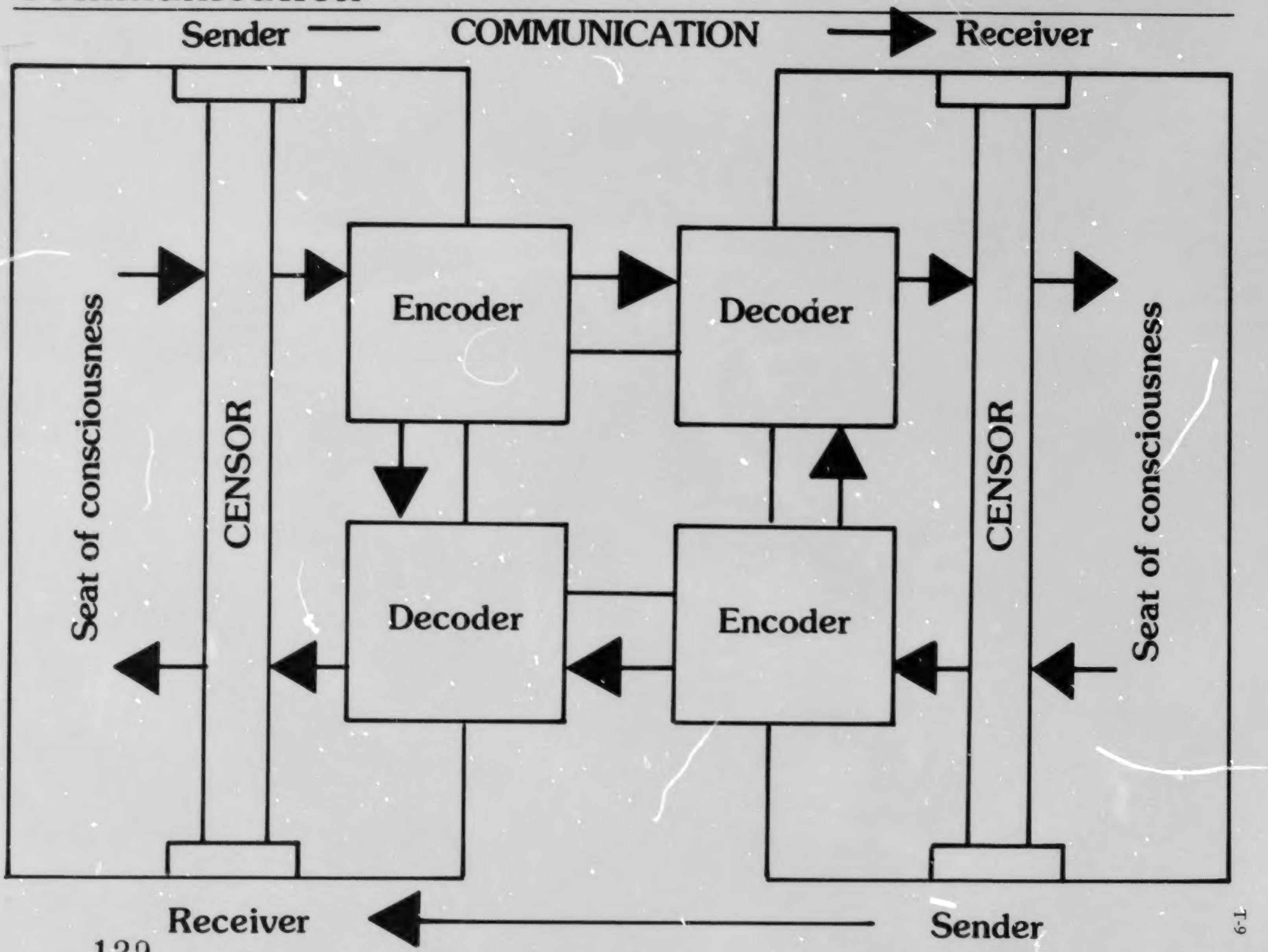
Financial Status

- Assets
- Liabilities
- Income
- Cost control
- Fund raising
- Annual budget

Events

- Workshops
- Parent meetings
- Staff meetings
- Cultural celebrations

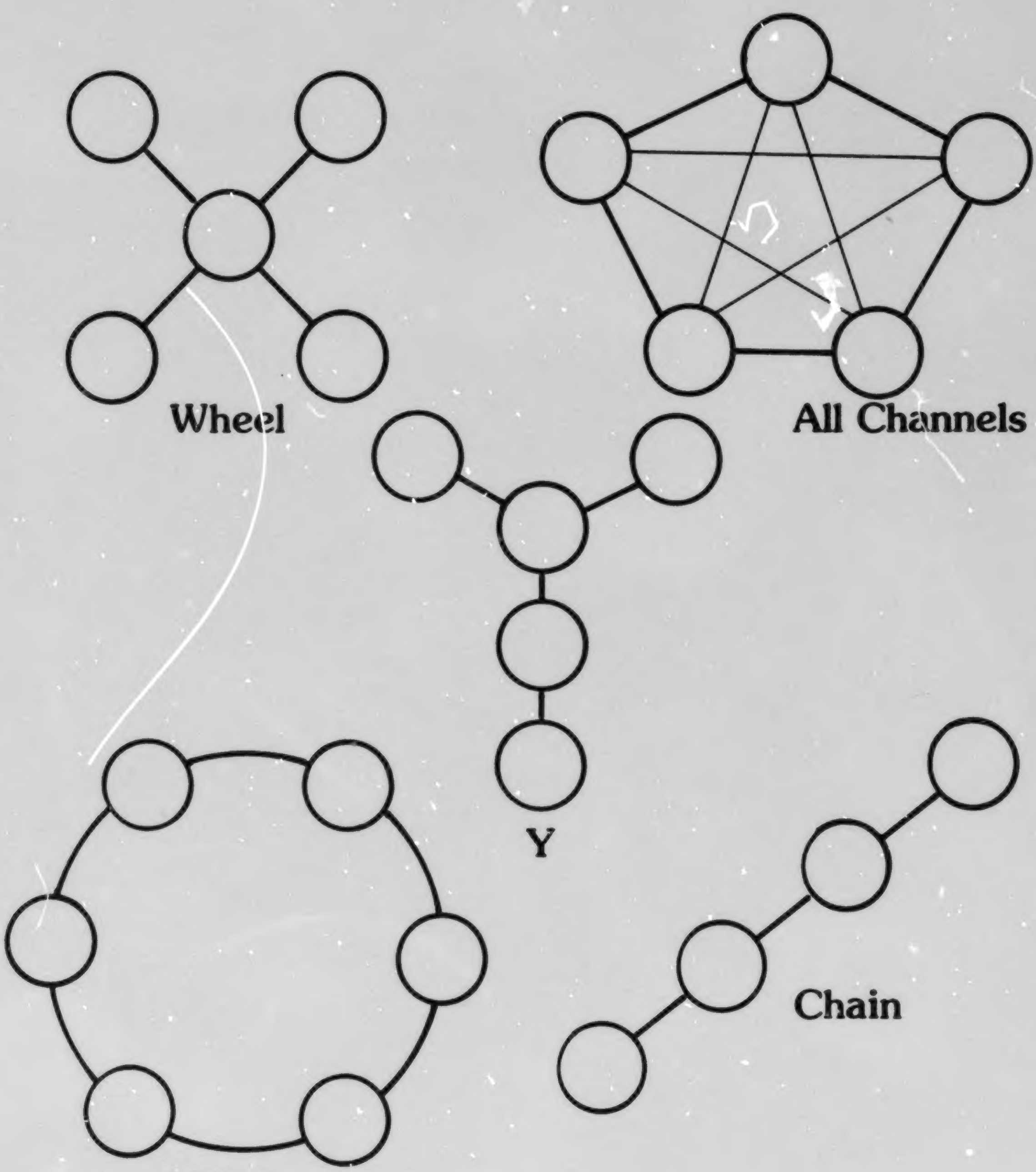
Communication


Sender — COMMUNICATION → Receiver
Seat of consciousness
CENSOR
Encoder
Decoder
Decoder
Encoder
CENSOR
Seat of consciousness
Receiver ← Sender

T-9

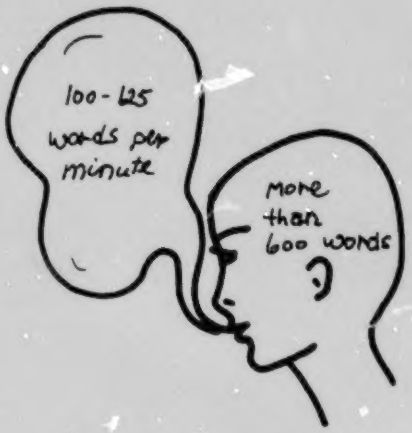
T-10

Forms of Communication Networks

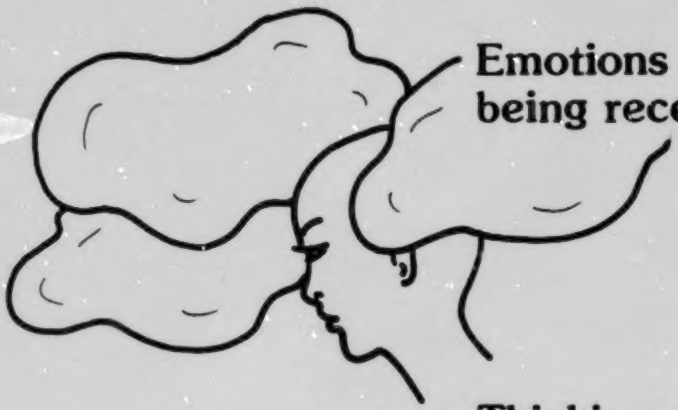

Wheel
All Channels
Y
Circle
Chain

T-11

Roadblocks to Good Listening

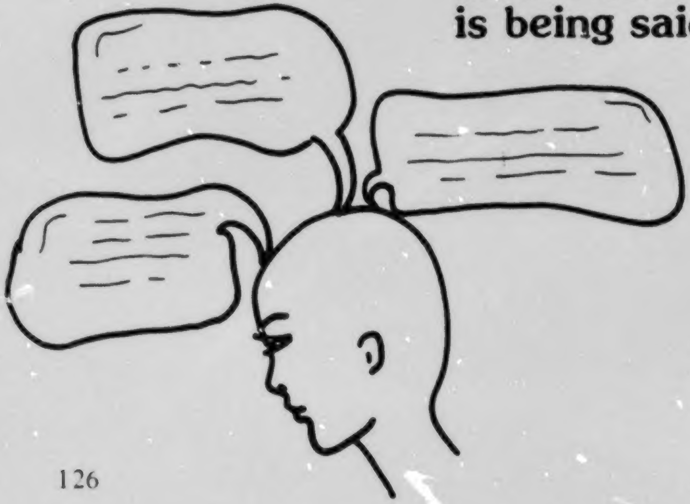

100-125 words per minute
more than 600 words

People can think faster than they can speak.



Emotions can cloud the message being received.

Thinking about what you will say next distracts you from what is being said.



A Leadership Model

AUTHORITARIAN STYLE

A leader following the authoritarian style...

- sets policy.
- tells others what is to be done.
- is detached from personal involvement.
- gives praise and criticism when necessary.
- makes the final decision.
- wants things done her or his own way.
- is structured.
- keeps information to himself or herself.

DEMOCRATIC STYLE

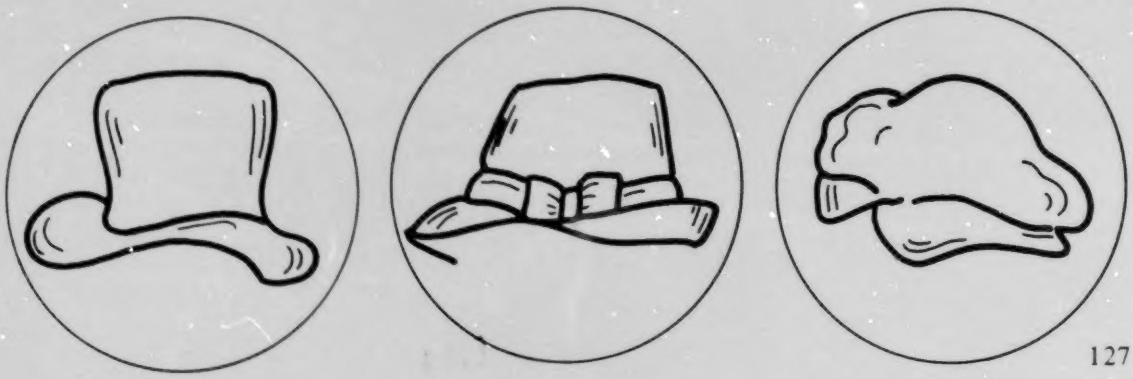
A leader following the democratic style...

- acts as a member of the group.
- listens to others' ideas.
- lets the group make decisions.
- is personally involved.
- makes final decisions after everyone has had input.
- is flexible, open to change.
- gives feedback.

LAISSEZ - FAIRE STYLE

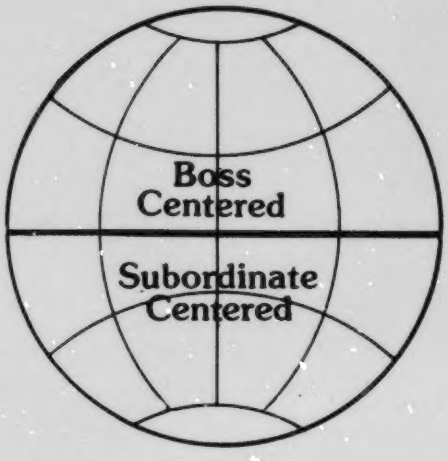
A leader following the laissez - faire style...

- lets the group work things out independently.
- is available for advice.
- lets things be worked out in time.
- is easy going.
- does not always give clear directions.
- is permissive.

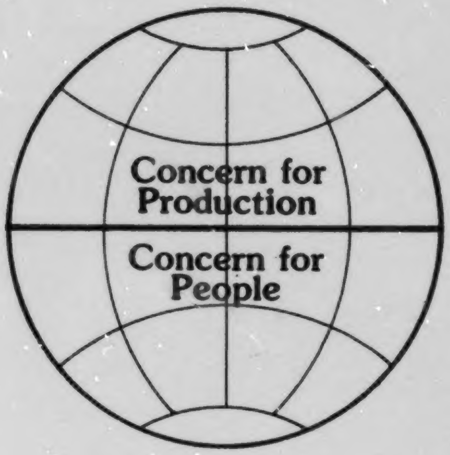


T-13

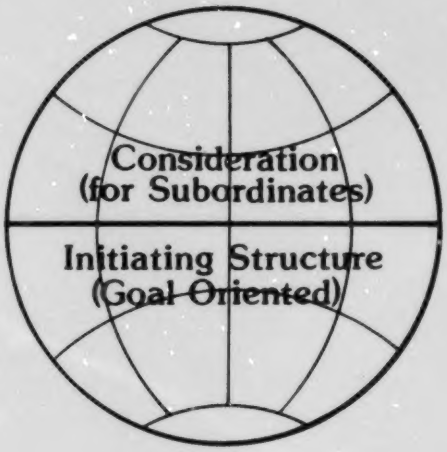
Dualistic Leadership Models


Boss Centered
Subordinate Centered

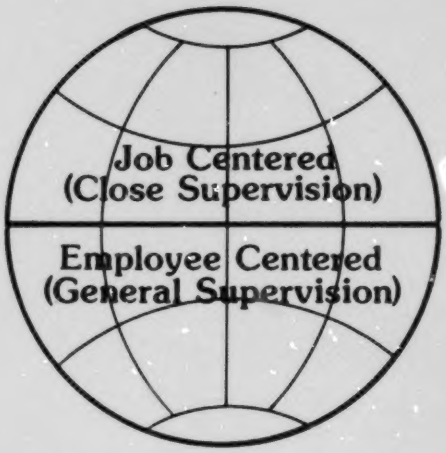
I


Concern for Production
Concern for People

II

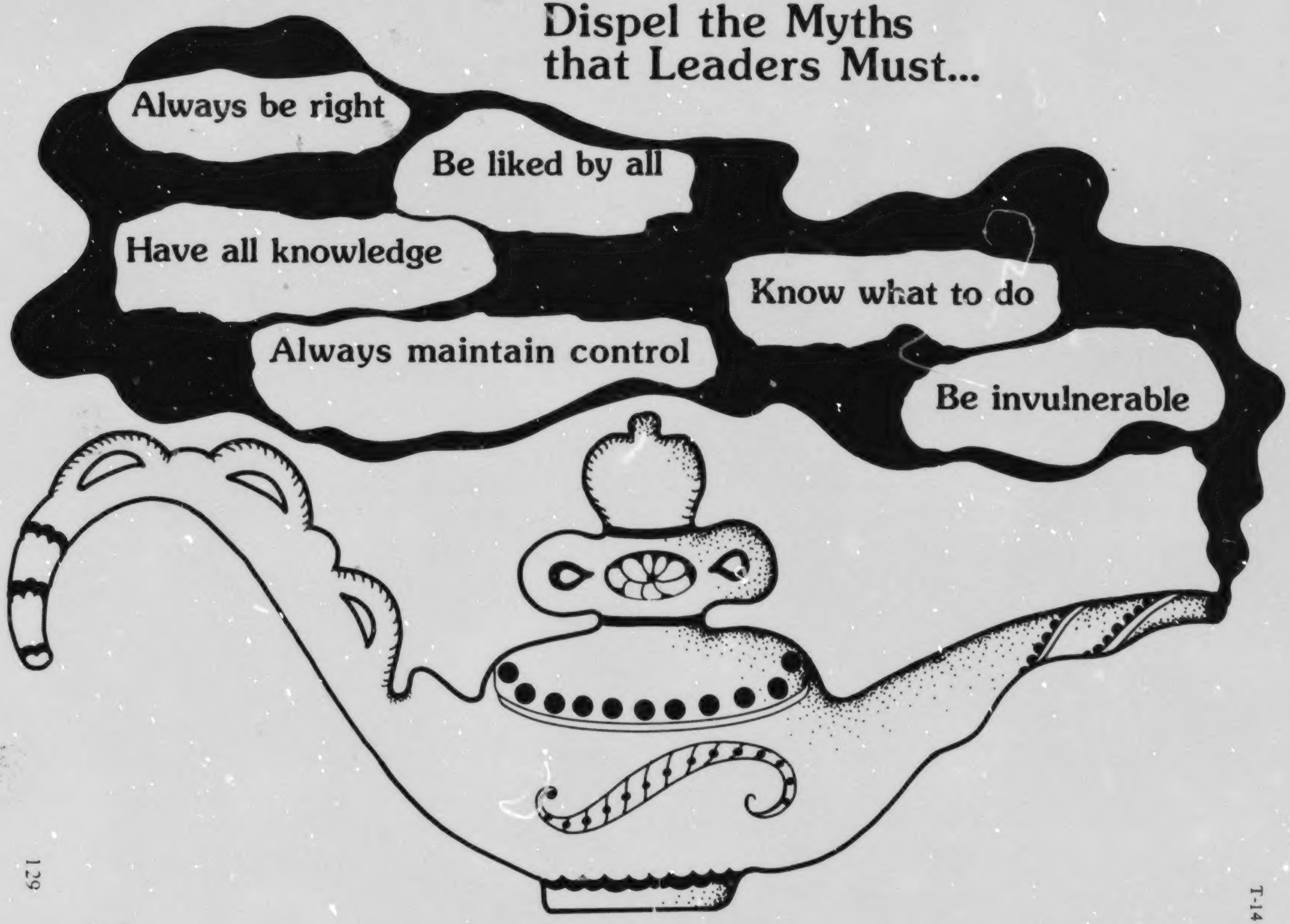

Consideration (for Subordinates)
Initiating Structure (Goal Oriented)

III


Job Centered (Close Supervision)
Employee Centered (General Supervision)

IV

Dispel the Myths that Leaders Must...



Always be right

Be liked by all

Have all knowledge

Know what to do

Always maintain control

Be invulnerable

Good Work Habits

Dependability ______________________________

Worker has regular attendance
Worker is punctual
Worker follows through

Efficiency ______________________________

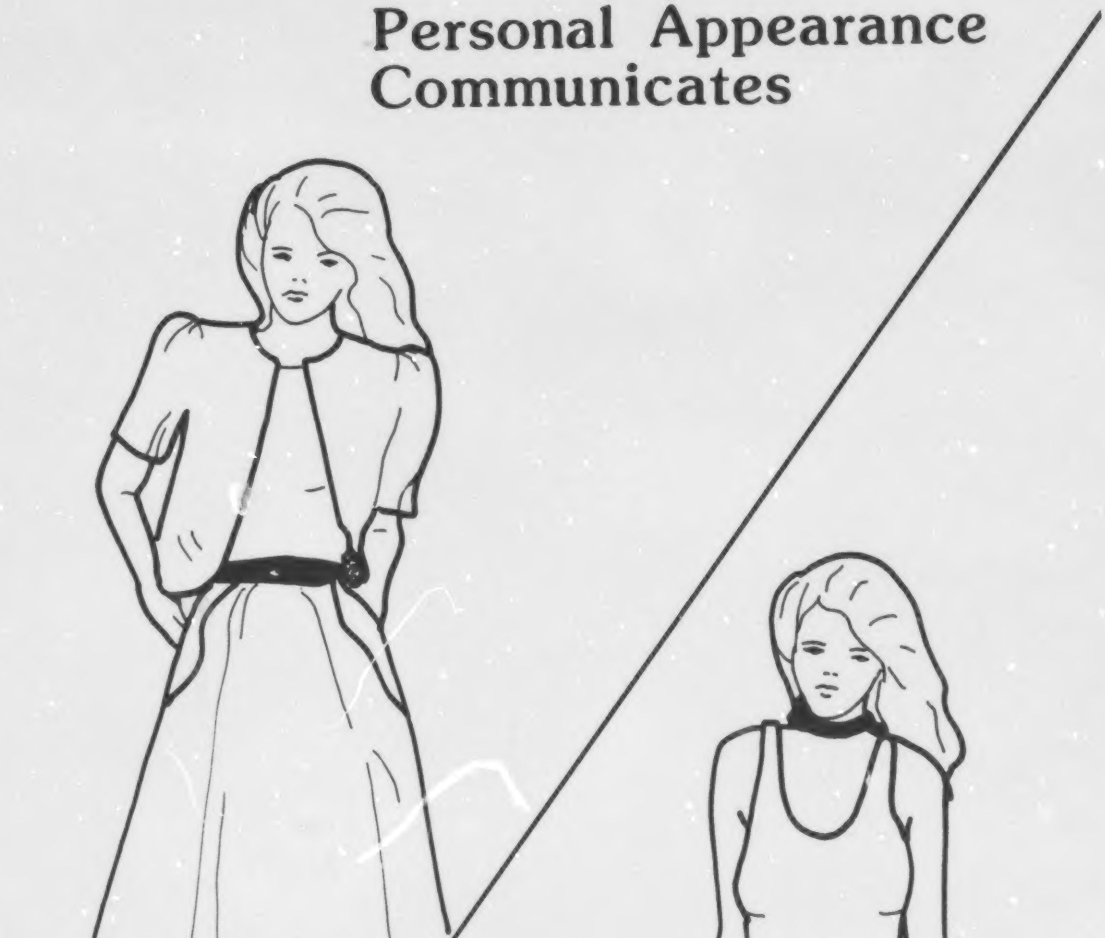
Work place is neat and organized
Work is up to performance standards
Time is used well

Accuracy ______________________________

Work is done thoroughly
Work is double-checked

____

Personal Appearance Communicates

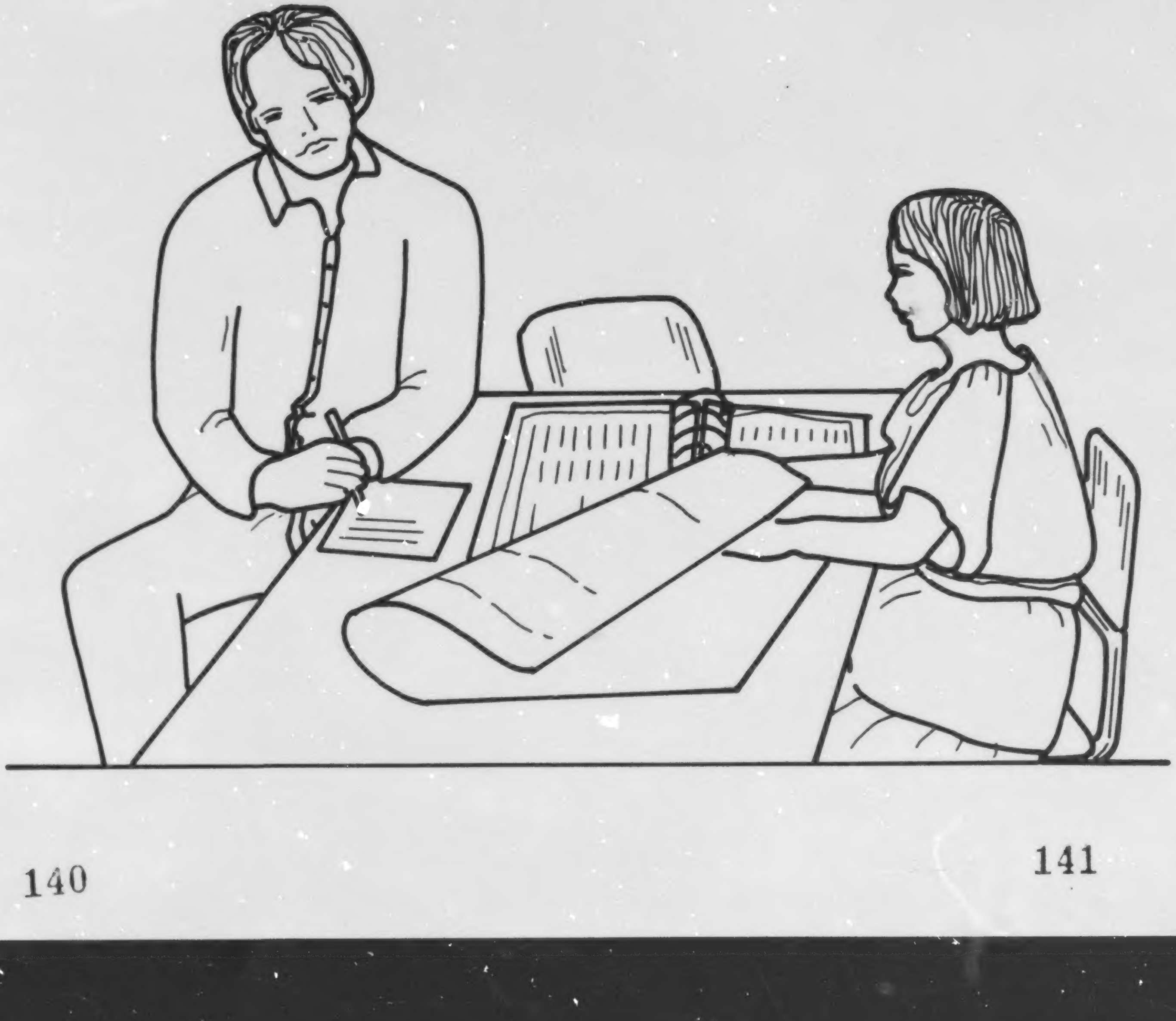


Which child care center director is appropriately dressed?

Standing Committees for a Board of Directors

- EXECUTIVE
- PERSONNEL
- FINANCE
- BUILDING
- PROGRAM
- NOMINATING

Regulations Aim to Protect Children



Regulations Affecting Child Care Programs

- Fire safety
- Sanitation and health requirements
- Zoning regulations
- Civil rights laws
- Licensing
- Child abuse laws
- Incorporation
- Federal government sponsored programs
- Wage and hour laws

State Licensing Standards

Licensing standards in most states cover these areas:

1. Laws establishing the standards
2. Procedures for obtaining and keeping a license
3. Organization and administration
4. Staff qualifications
5. Child - staff ratios
6. Physical facilities and equipment
7. Health and safety
8. Program or curriculum
9. Transportation

Legal Structures

SOLE PROPRIETORSHIP

PARTNERSHIP

CORPORATION

Sole Proprietorship

ADVANTAGES	DISADVANTAGES
• Easy to form.	• Unlimited liability.
• Sole ownership of profits.	• Unstable business life.
• Control and decision-making made by owner.	• Usually less available capital than in other types of business organizations.
• Flexibility.	• Relative difficulty in obtaining long-term financing.
• Relative freedom from government control and special taxation.	• Relatively limited viewpoint and experience.

Partnership

ADVANTAGES	DISADVANTAGES
Easy to form.	Unlimited liability of at least one partner.
Direct sharing of profits.	Unstable life.
Often possible to obtain more capital than with sole proprietorship.	Relative to corporations, still difficult to obtain large sums of capital.
Two heads are often better than one.	Firm bound by the acts of just the partner as agent.
Flexibility.	May be difficult to buy out the other partner.
Relative freedom from government control and special taxation.	

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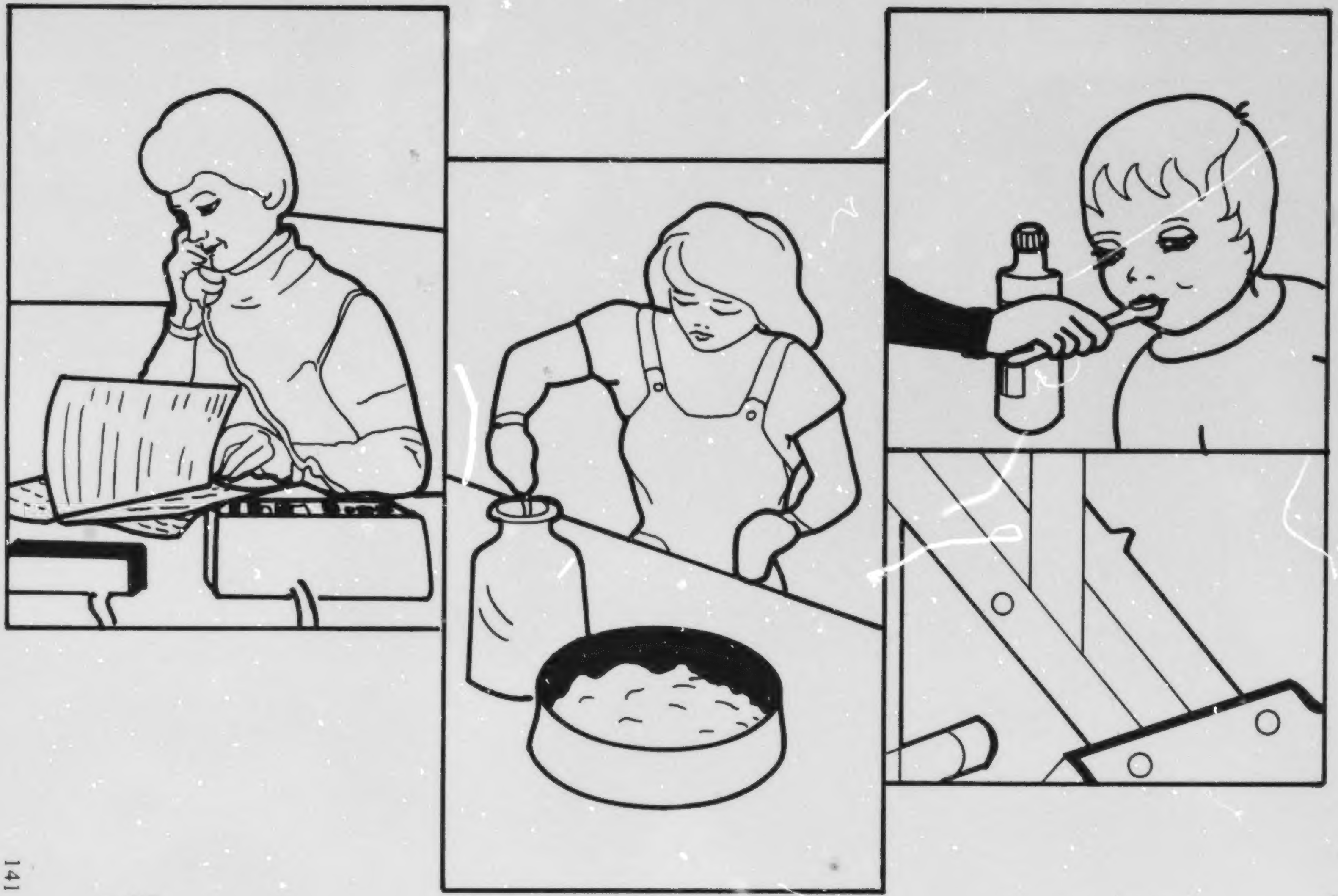
The Corporation

ADVANTAGES	DISADVANTAGES
• Personal liability of board members or stockholders minimized.	• Activities limited by charter and various laws.
• Ownership readily transferable.	• Minority stockholders sometimes exploited.
• Separate legal existence.	• Extensive government regulations and required local, state, and federal reports.
• Stability and relative permanence of existence.	• Less administrative incentive if program director does not share in profits.
• Relative ease of securing capital in large amounts and from many investors.	• Double tax: income tax on corporation's net income and on individual salaries and dividends.
• Delegated authority.	
• Ability to draw on the experience and skills of more than one individual.	

Regulations Affecting Employers

- Fair Hiring and Promotion Practices
- Minimum Wage and Hour Laws
- Social Security (FICA) Deductions and Payments
- Withholding Income Taxes, State and Federal
- State Unemployment Insurance
- Worker's Compensation Insurance

Liability in Child Care



Determining Liability

What are the relationships involved?

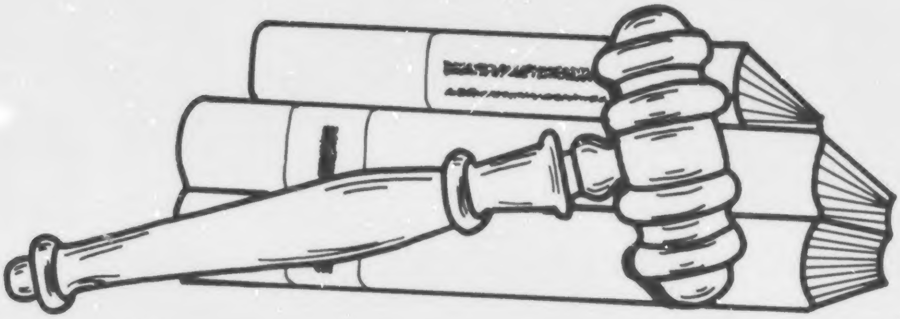
- Agent and Principal
- Employer and Independent Contractor
- Master and Servant

What kind of legal structure does the organization have?

- Sole Proprietorship
- Partnership
- Corporation

What type of legal responsibilities are involved?

- Criminal
- Civil



Four Basic Safety Principles

T-28

---

1. **RECOGNIZE** - THE SOURCE OF DANGER

---

2. **REMOVE** - ITEMS THAT ARE DANGEROUS

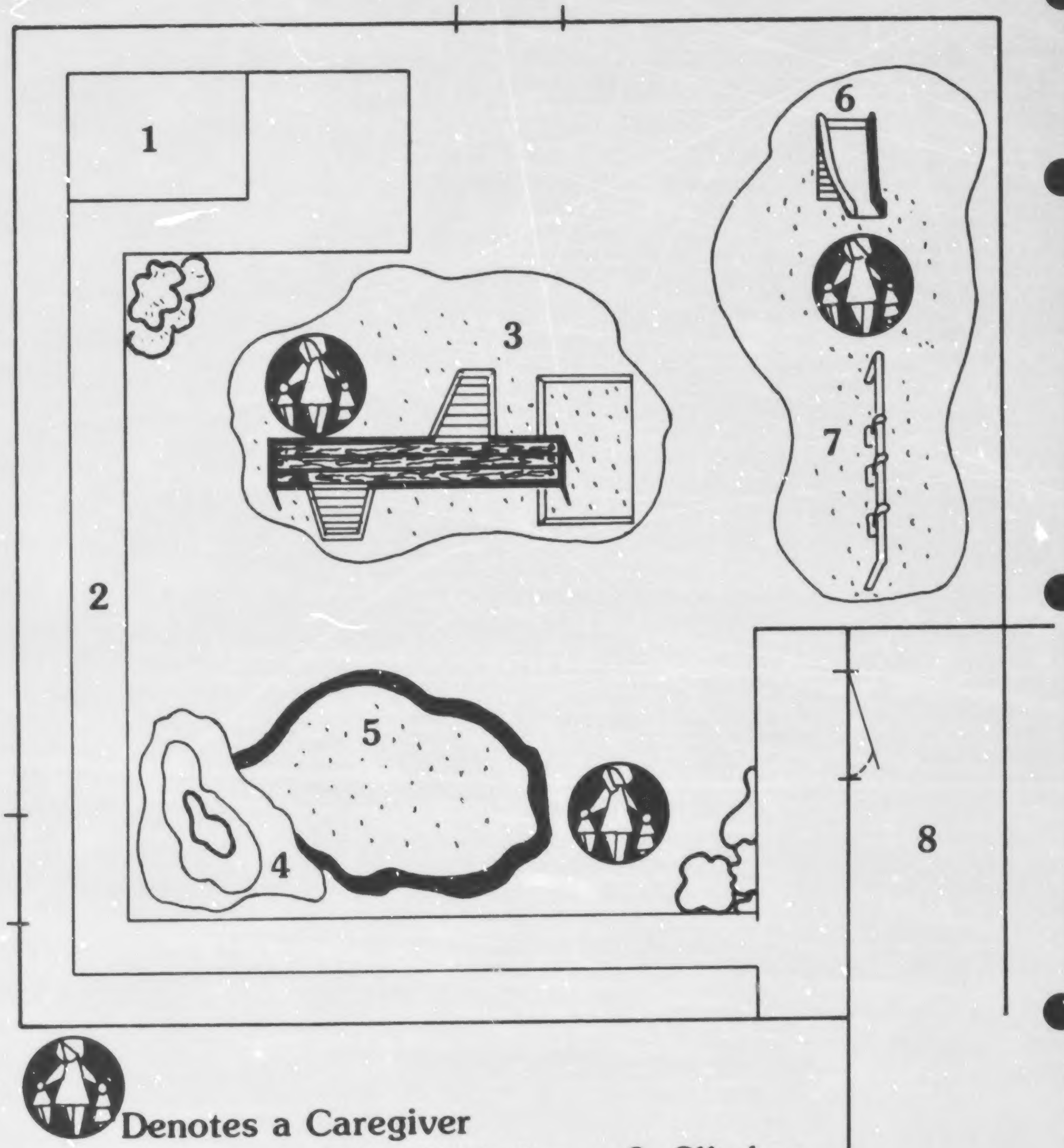
---

3. **CONTROL** - THE SOURCE OF DANGER IF IT IS NOT REMOVABLE

---

4. **REFRAIN** - FROM ADDING ANY NEW SOURCES OF DANGER

Safety in Outdoor Play – Zone Supervision



Denotes a Caregiver

1. Storage 2. Tricycle Path 3. Climber
4. Hill 5. Sand Pit 6. Slides 7. Swings
8. Indoors

Contracts

Basic Elements: 1) an offer is made

2) the offer is accepted

3) something of value is agreed to be exchanged

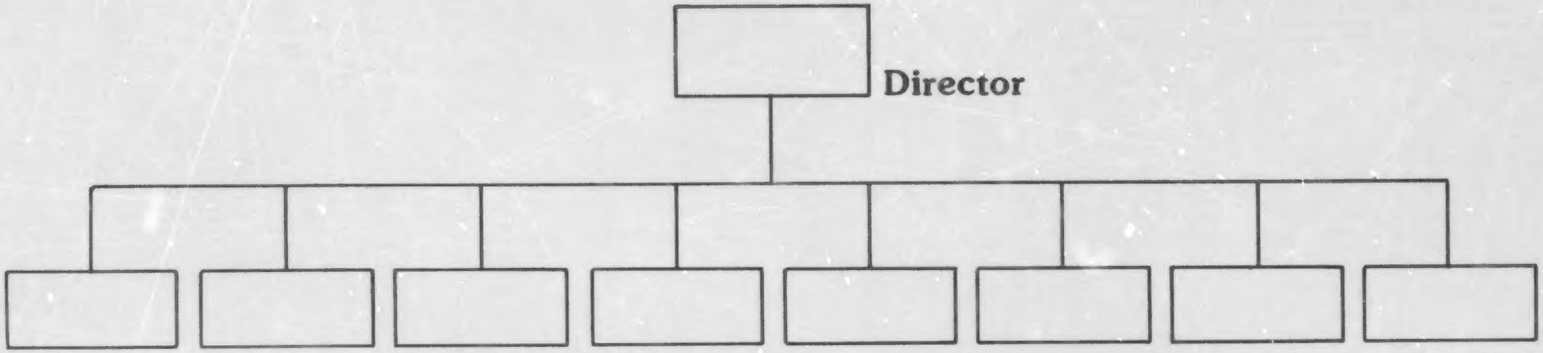
Contracts do not have to be written to be binding, but written contracts are preferable.

Child care administrators may be involved in some of the following types of contracts:

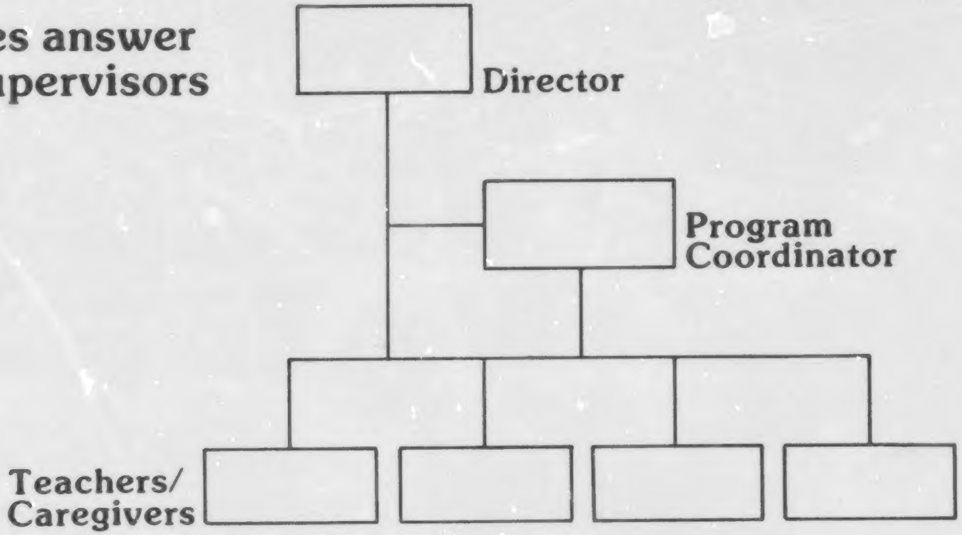
- Parent-provider contracts
- Employee contracts
- Contracts for services such as maintenance
- Purchase orders
- Building lease
- Contracts between the program and a funding agency
- Insurance policies

Organizational Patterns to Avoid

Too many employees are supervised by one person



Employees answer to two supervisors


Director
Program Coordinator
Teachers/ Caregivers

Development of Job Descriptions

- Time and research are needed
- Job descriptions should be easily read
- Job descriptions should be thorough but not too detailed
- Avoid using sex-biased language
- If possible, involve employees in the development
- Evaluate job descriptions periodically
- Revise job descriptions when necessary
- Be sure each employee has a copy
- Use job descriptions as a basis for employee evaluation

- Compare job descriptions to be sure that responsibilities between jobs do not conflict

Sample Career Ladder

LEVEL V		• Executive Director
LEVEL IV		• Center Directors • Program Director
LEVEL III		• Assistant Directors • Bookkeeper
LEVEL II	• Secretaries • Teachers	• Caregivers • Head Cook
LEVEL I	• Office Clerks • Assistant Teachers	• Caregivers • Assistant Cook

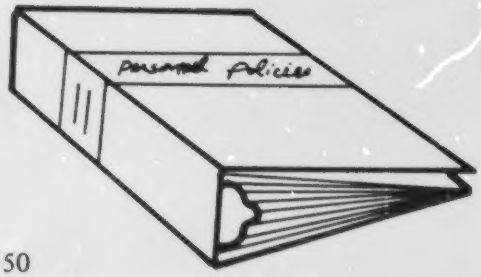
Caregiver Qualifications

Minimum Standards' Qualifications	Class' Qualifications
● Eighteen years old or older	
● Competent in working with young children	
● Mentally, physically, and emotionally able to perform assigned duties	
● No conviction of a felony against a person or a family, within the preceding 10 years, or of violation of the Controlled Substances Act	
● Ability to refrain from smoking while working directly with the children	

T-35

Personnel Policies

- Salary
- Promotion (Career Ladder)
- Benefits
- Health Requirements
- Professional Development
- Leaves
- Breaks
- Staff Meetings
- Grievance Policies
- Evaluation Procedures
- Disciplinary Procedures
- Termination
- Documenting Work Hours
- Smoking



Questions to Avoid

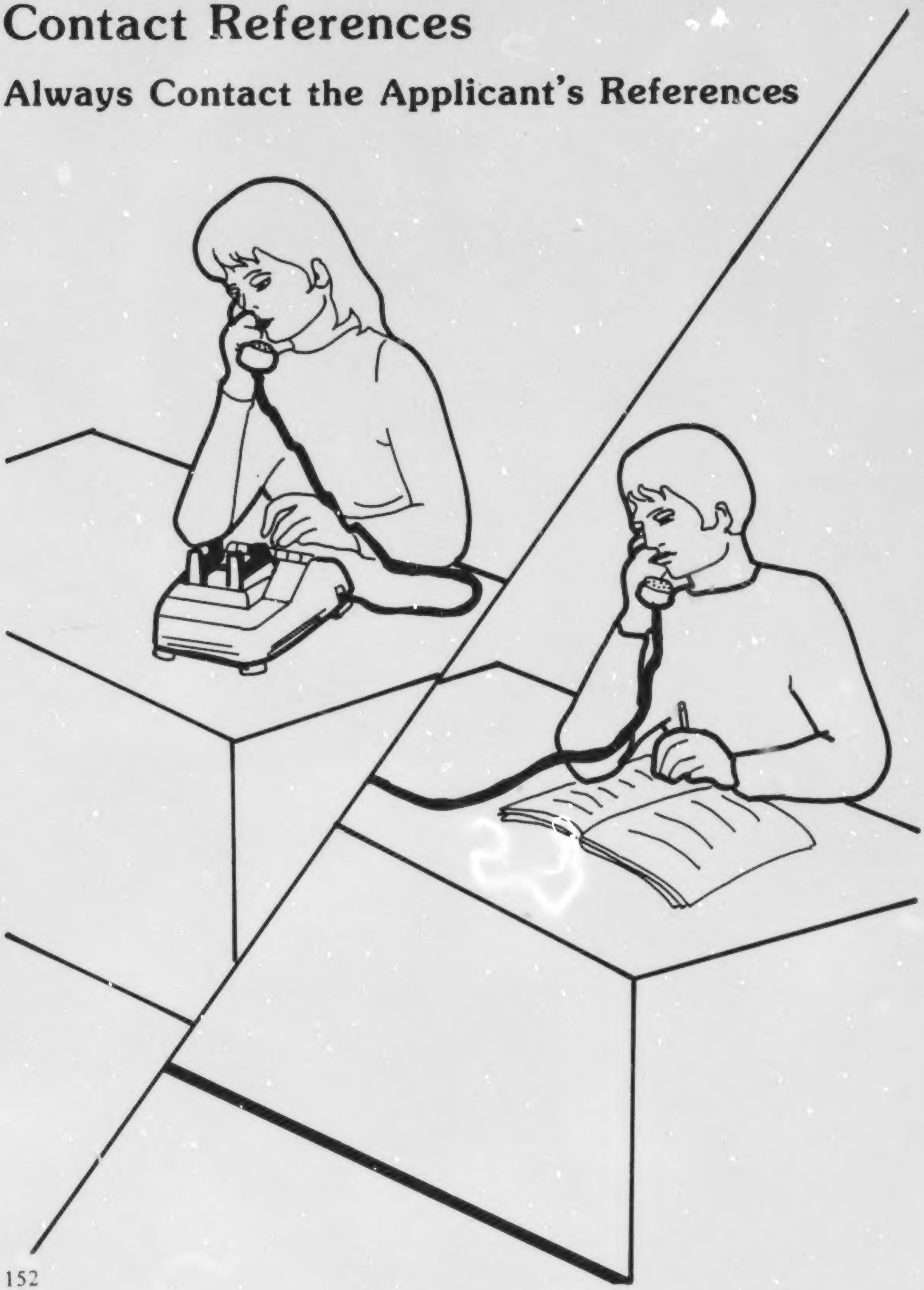
According to Equal Employment Opportunities legislation, employers should not ask questions about the following information:

- Date of birth or age
- Marital status
- Spouse's occupation
- Number of children
- Child care arrangements
- Type of transportation used
- Religious Affiliation
- Membership in organizations
- Race or national origin
- Arrest record
- Type of discharge from military service
- Relatives working for the organization
- Union membership
- Any other personal information

. . . unless the employer can show that such inquiries relate to "bona fide occupational qualifications." 151

Contact References

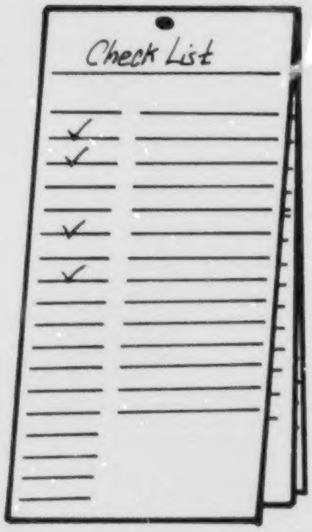
Always Contact the Applicant's References



T-38

Why Evaluate Employee Performance?

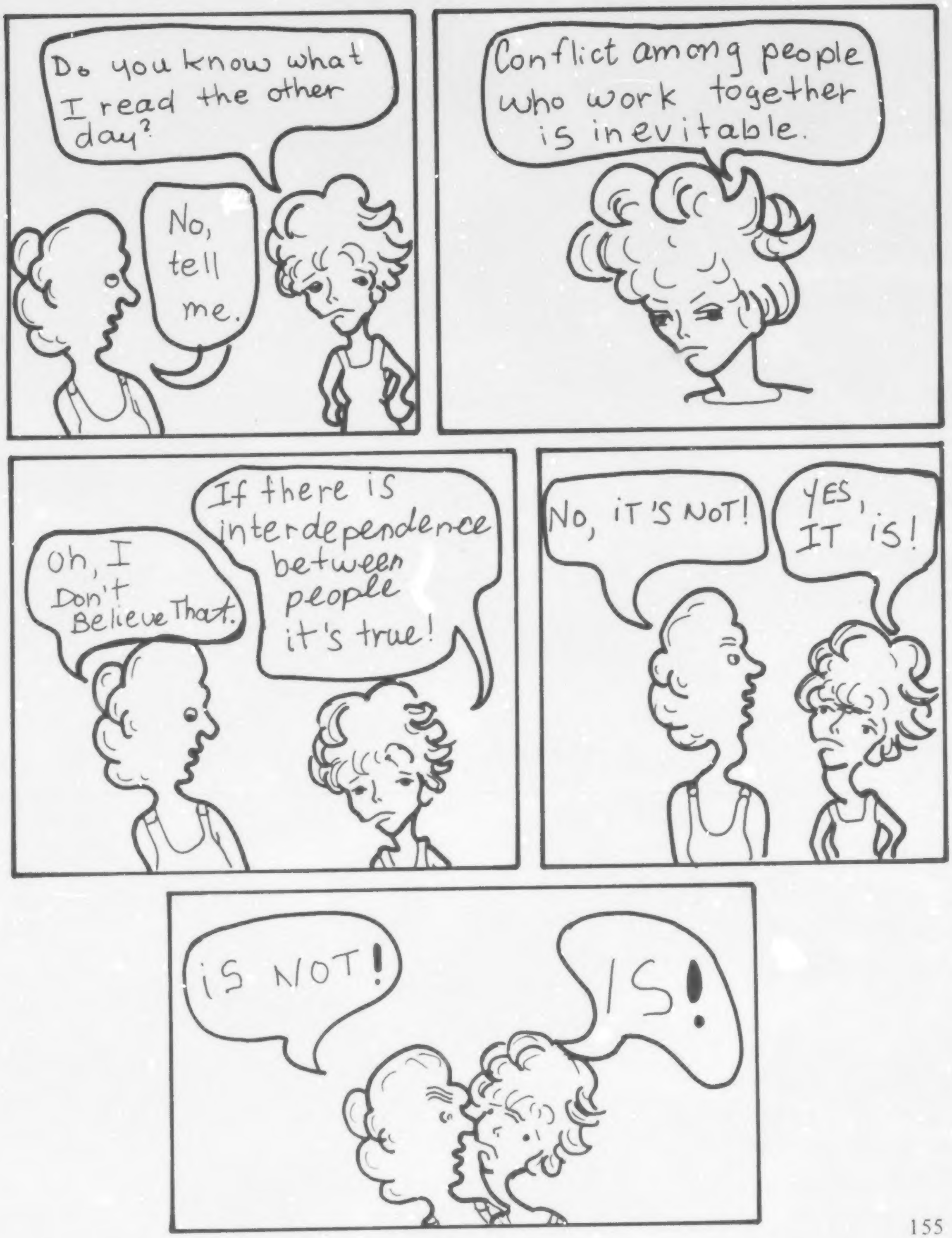
- Enhance morale
- Contribute to self-improvement
- Build confidence
- Stimulate improvement in work
- Use as a basis for promotion, transfer, and raises
- Discover employee limitations
- Uncover exceptional talents
- Furnish basis for discharge
- Assign work based on ability
- Aid in settling labor disputes
-
-
-
-



A Positive Working Environment

- Communication channels are open
- Staff members understand and support the goals of the program
- Staff members receive needed materials and psychological support
- Evaluation or feedback occurs frequently
- Staff members participate in decision making
- Work rules and policies are reasonable
- The physical environment is comfortable and safe
- A spirit of cooperation is promoted
- Staff members feel valued and respected

Conflict


Do you know what I read the other day?
No, tell me.
Conflict among people who work together is inevitable.
If there is interdependence between people it's true!
Oh, I Don't Believe That.
No, IT'S NOT!
YES, IT IS!
IS NOT!
IS!

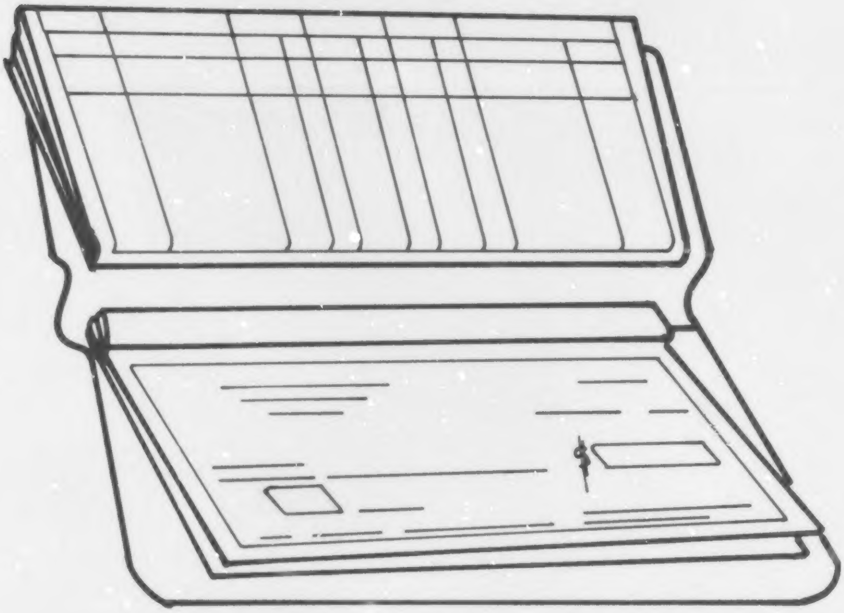
Personnel Records

- Completed application
- References
- Medical records
- Salary records
- Performance evaluations
- Training records
- Transcripts
- Sick leave records
- Vacation records
- Documentation of disciplinary actions
- Reference sheet with frequently needed information

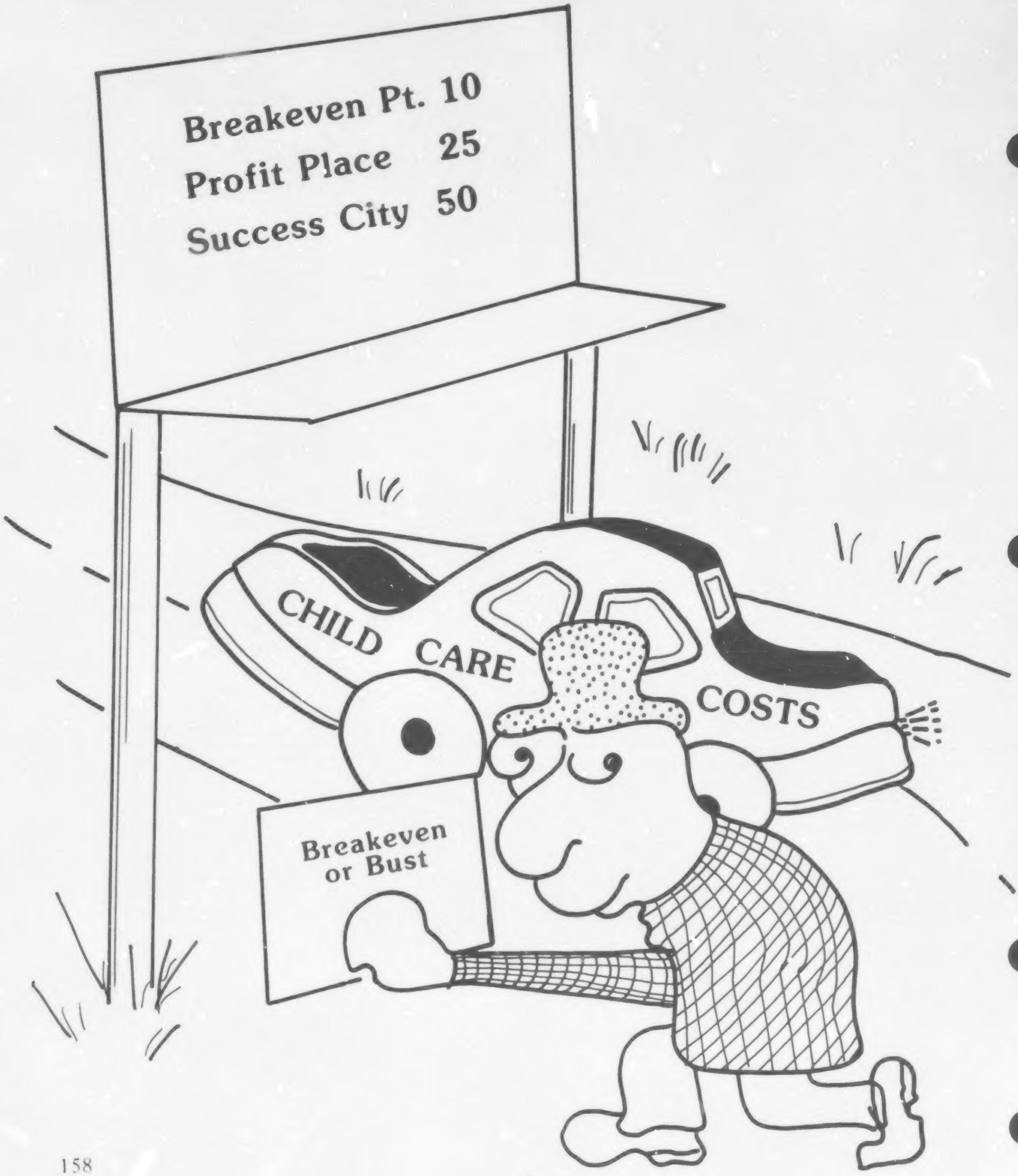
personnel Records

Determining Fees: Influences

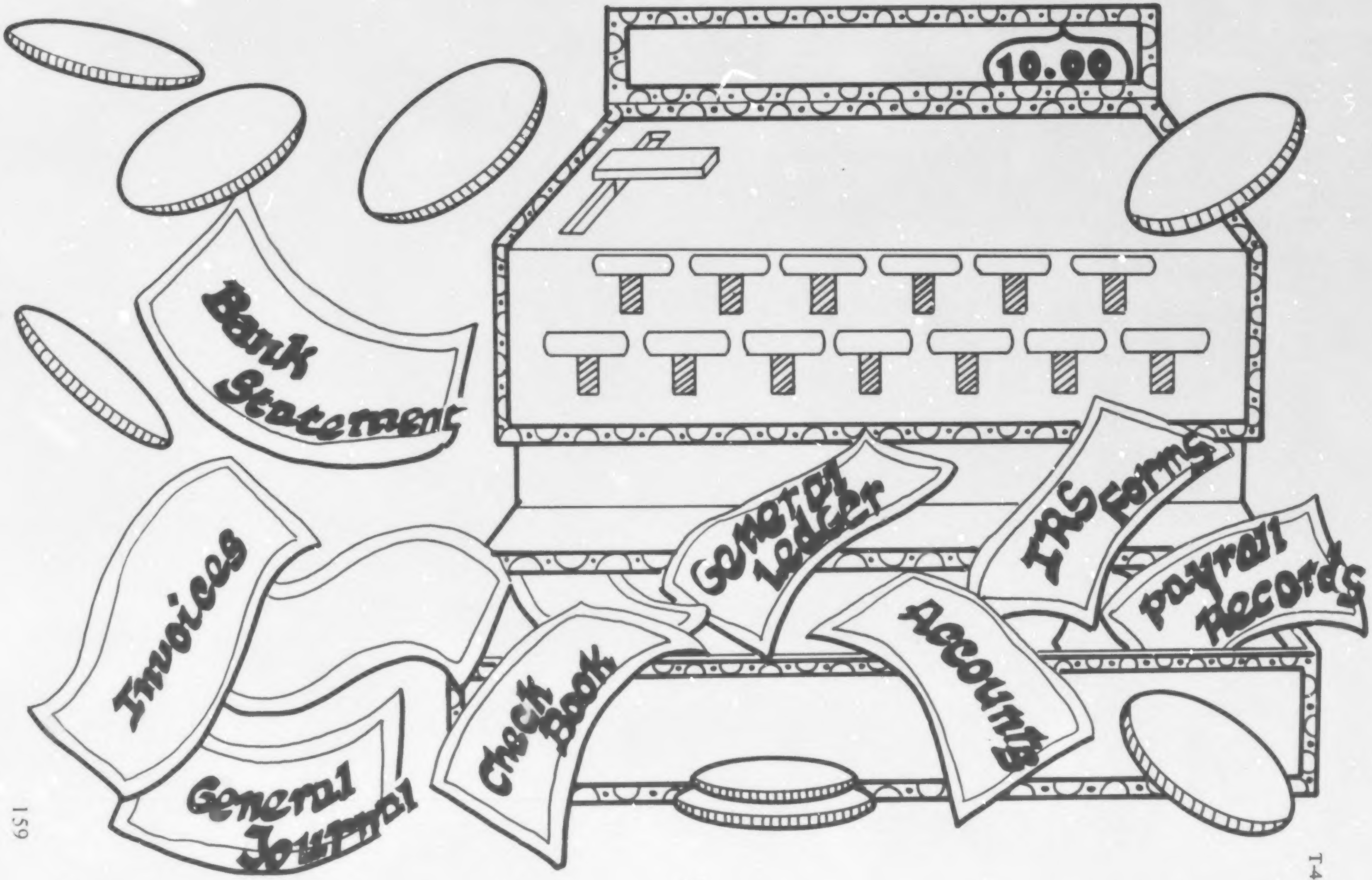
- Community standards
- Program reputation
- Overall costs
- Anticipated enrollment
- Child-staff ratios
- State minimum standards
- Special services to be offered



Breakeven Point


Breakeven Pt. 10
Profit Place 25
Success City 50
CHILD CARE COSTS
Breakeven or Bust

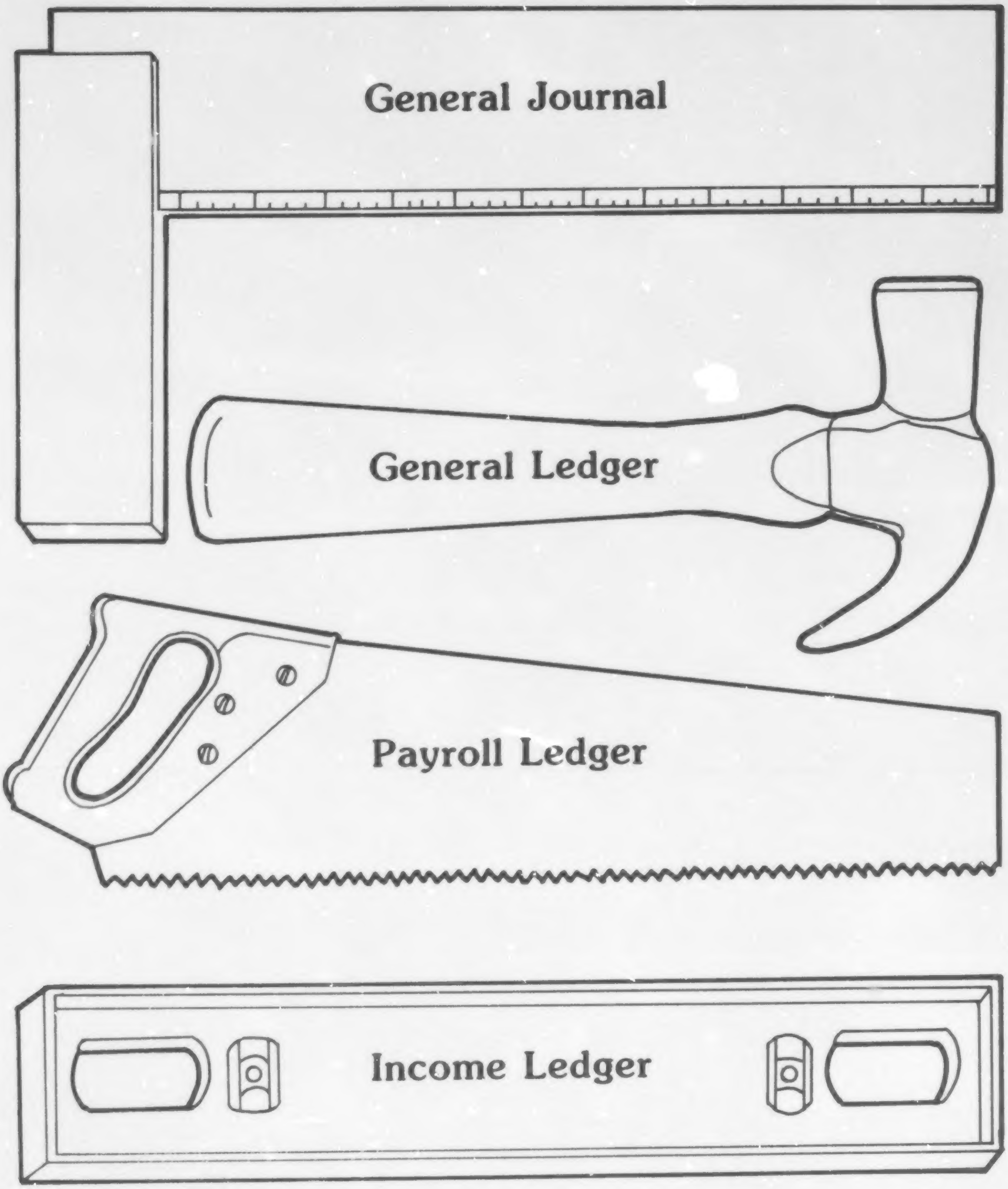
Accurate Bookkeeping Adds Up


10.00
Bank Statement
Invoices
General Journal
Check Book
General Ledger
Accounts
IRS Forms
payroll Records

159

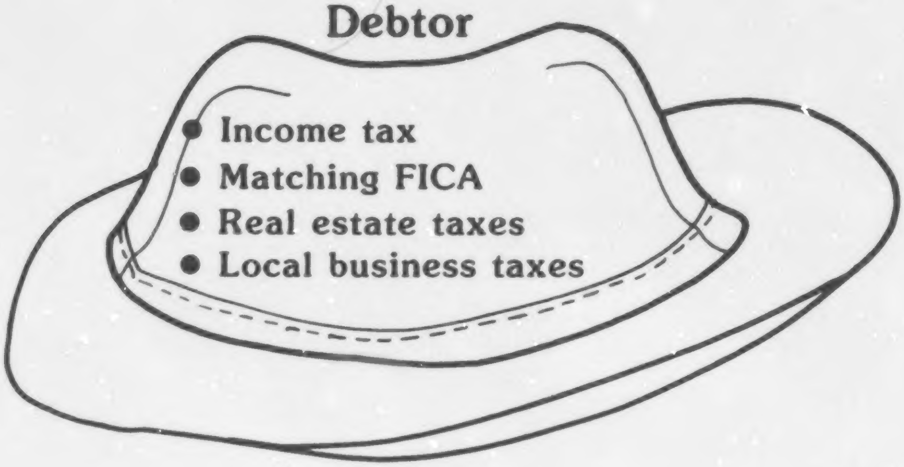
T-44

Basic Tools for Simple Bookkeeping


General Journal
General Ledger
Payroll Ledger
Income Ledger

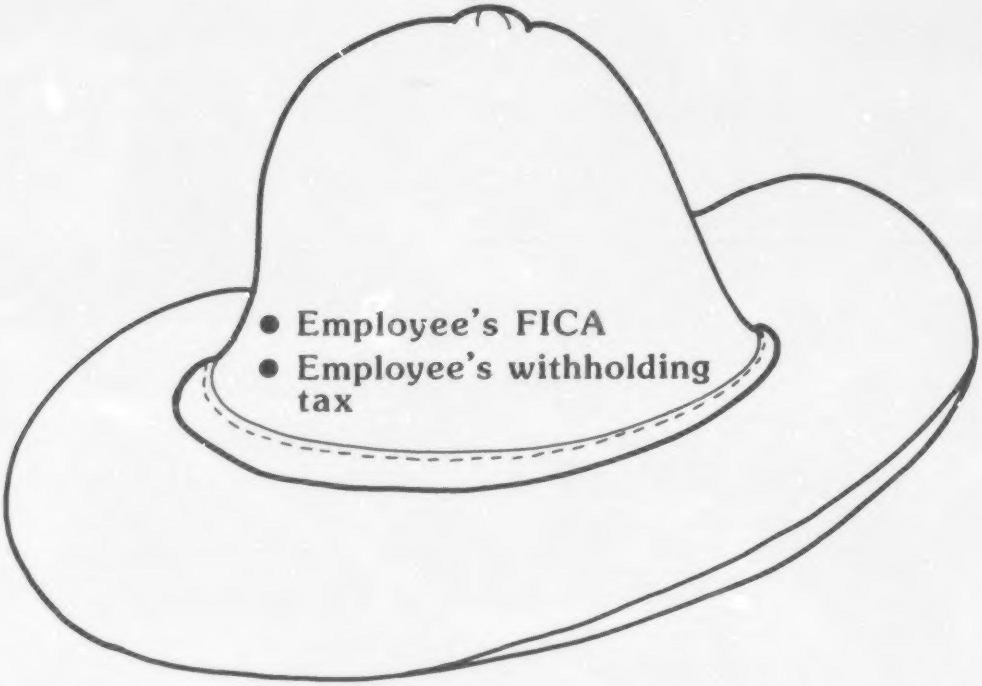
When it Comes to Taxes. . .

Debtor



- Income tax
- Matching FICA
- Real estate taxes
- Local business taxes

Agent

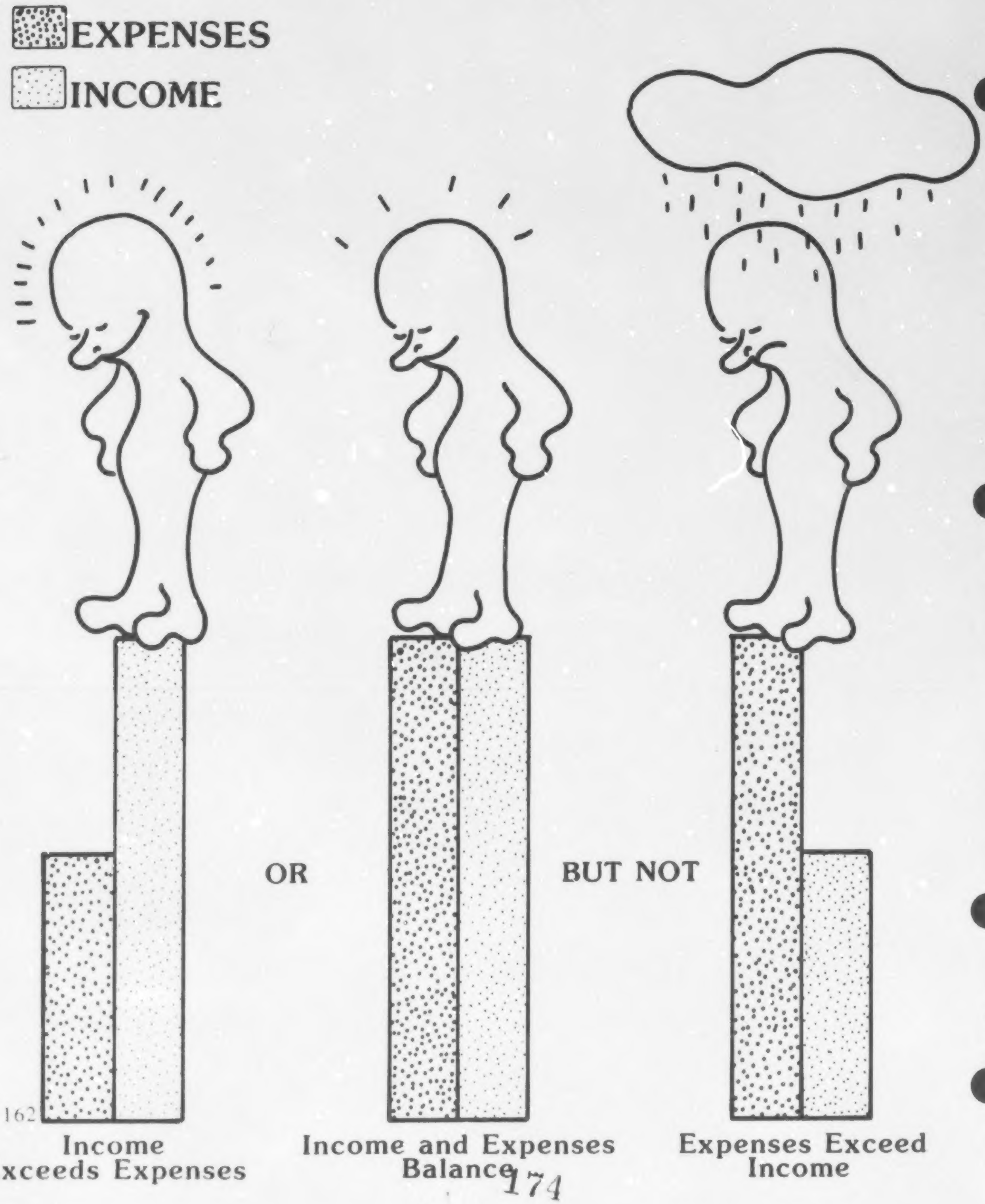


- Employee's FICA
- Employee's withholding tax

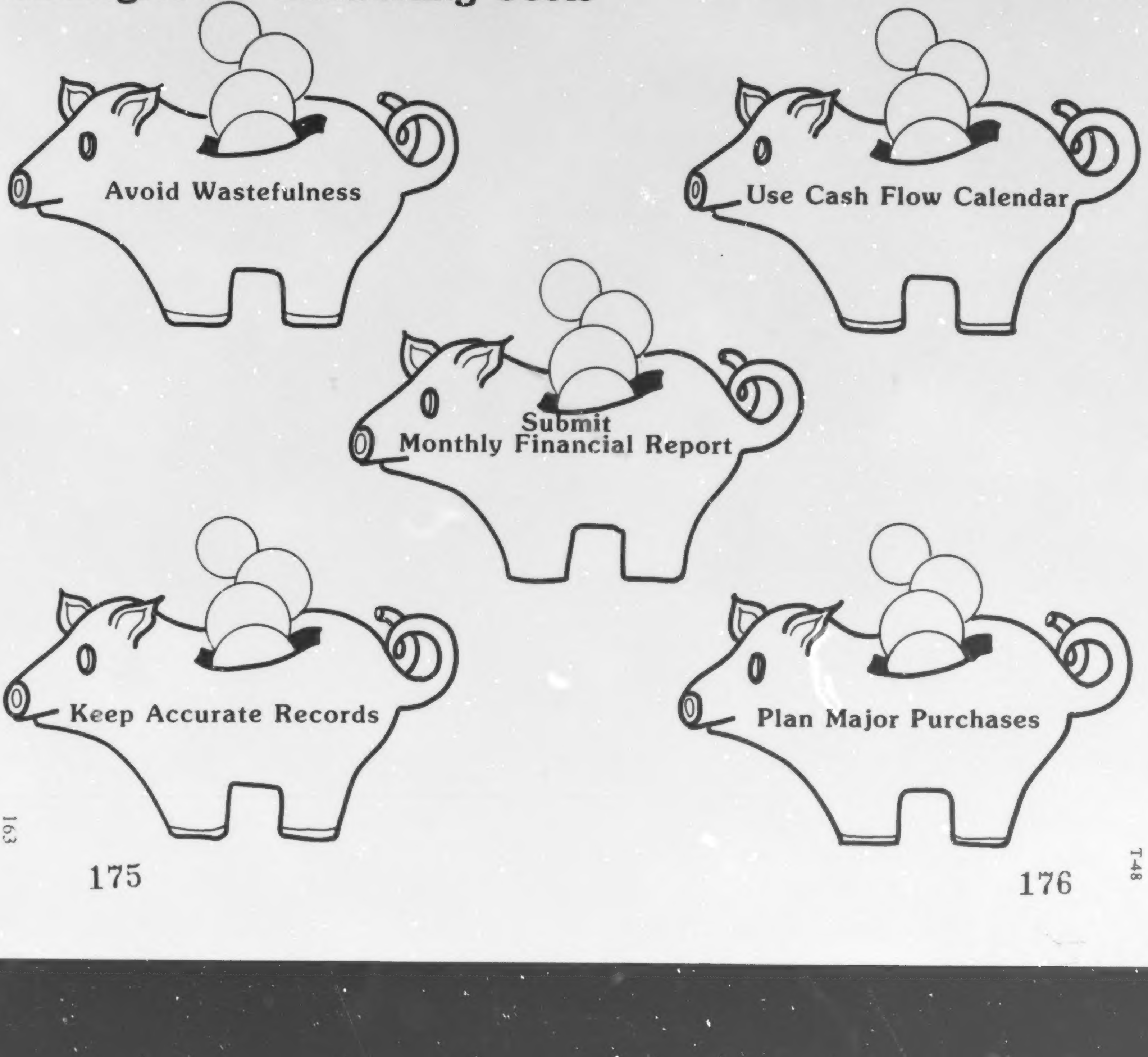
. . .an Employer Wears Two Hats

T-47

Your Budget Goal


▩ EXPENSES
▨ INCOME
OR
BUT NOT
Income Exceeds Expenses
Income and Expenses Balance
Expenses Exceed Income

Strategies for Controlling Costs



Avoid Wastefulness

Use Cash Flow Calendar

Submit
Monthly Financial Report

Keep Accurate Records

Plan Major Purchases

Handout Masters

Resource Assessment Worksheet: A Planning Tool

OBJECTIVE: Organize all the books in the resource library for checkout, using book cards and pockets.	
Personnel Needed Maria Stan	**Tasks to Be Done** Stamp books with identification Arrange books by categories on labeled shelves. Type cards; secure pockets Set up checkout file.
Equipment Needs typewriter bookcase, used	**Costs** none; on hand $25.00
Materials or Supplies rubber stamp and ink pad. book cards and pockets shelf labels (use file labels) file box and letter guides rubber cement	**Costs** $3.25 15.00 on hand 2.75 on hand } $21.00
Space or Facilities Put book shelf in staff breakroom	**Costs** none
Support Services	**Costs**

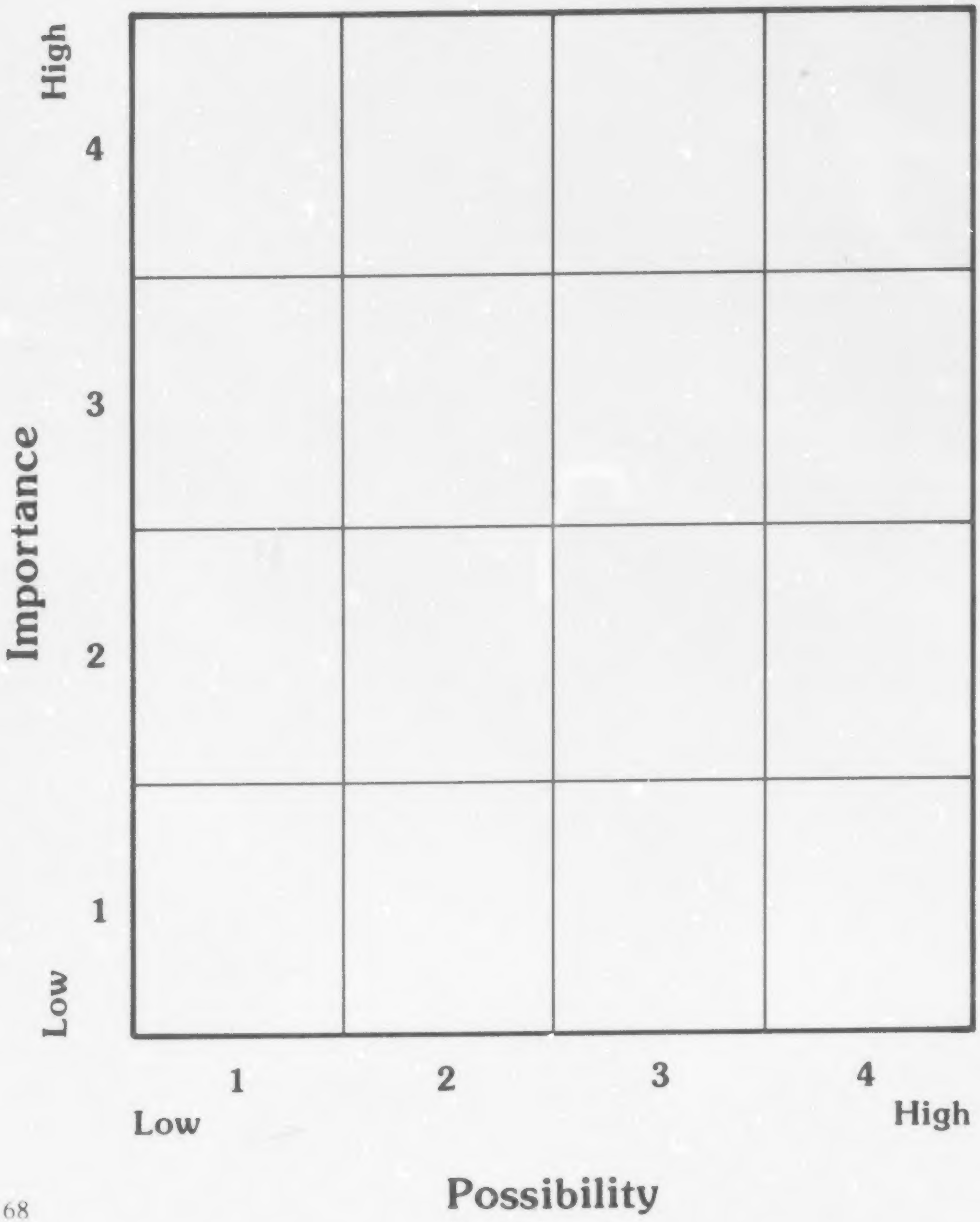
H-2

Resource Assessment Worksheet: A Planning Tool

OBJECTIVE:	
Personnel Needed	**Tasks to Be Done**
Equipment Needs	**Costs**
Materials or Supplies	**Costs**
Space or Facilities	**Costs**
Support Services	**Costs**

H-3

Decision-Making Grid


High
4
3
Importance
2
1
Low
1
2
3
4
Low
High
Possibility

Milestone Chart: A PLANNING TOOL

Activities	Dates														

Project Title:

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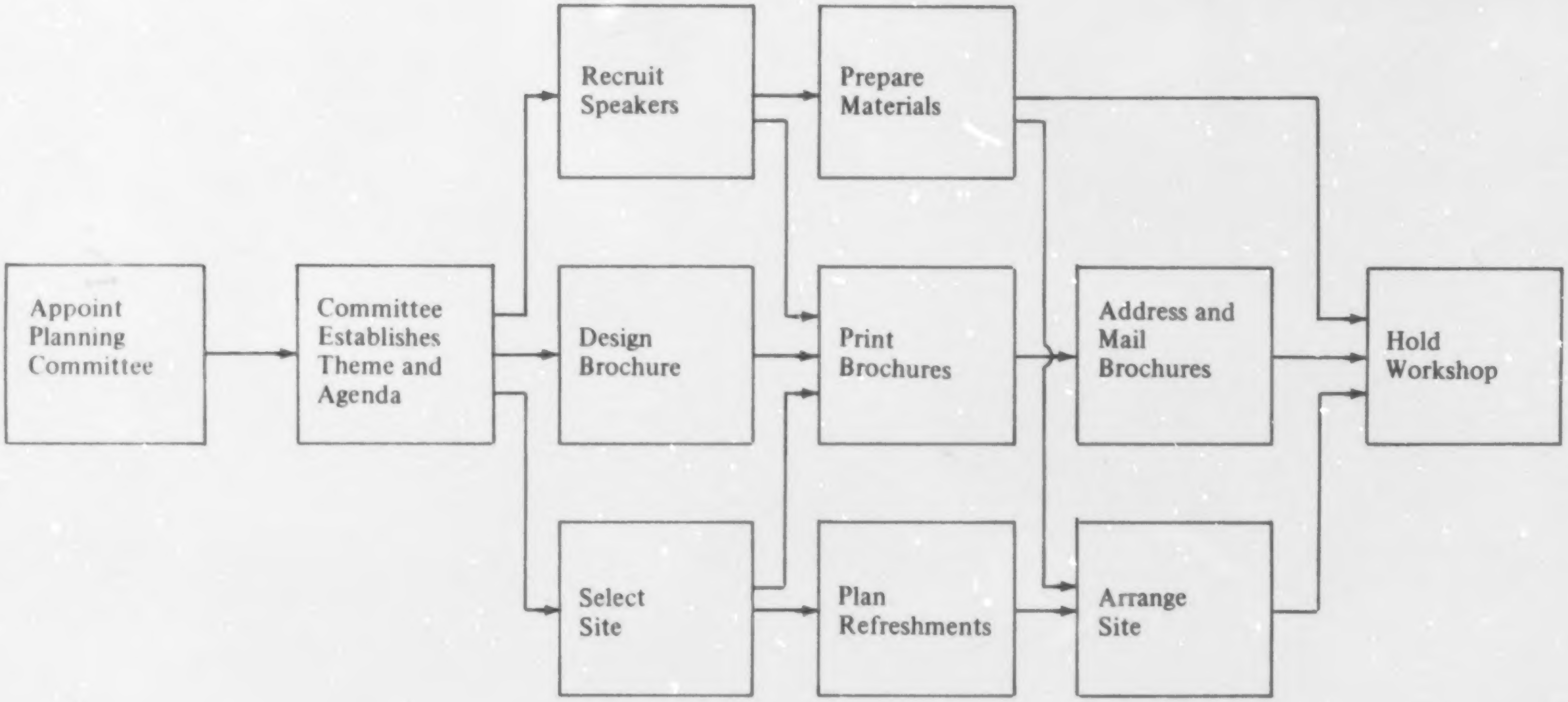
Gantt Chart: A PLANNING TOOL

Activities	Dates													

Project Title:

H-5

Child Development Workshop
Precedent Diagram


Appoint Planning Committee
Committee Establishes Theme and Agenda
Recruit Speakers
Design Brochure
Select Site
Prepare Materials
Print Brochures
Plan Refreshments
Address and Mail Brochures
Arrange Site
Hold Workshop

Delegating to the Individual

1. Tell the individual the problem, the objective, and what you want done.
2. Give the individual enough authority to get the job done. Avoid giving too much or too little authority.
3. Be sure everyone else is clear on the extent of the individual's authority.
4. Give guidelines on reporting back, how much time is available, and what resources are available.
5. Give criteria for assessing achievement of the assigned task.
6. Let the individual work independently for a time.
7. Evaluate achievement of the assigned task and give feedback.
8. Show appreciation for work well done.

Self-Evaluation for Group Discussions

H-8

- Group discussions are an important and interesting learning tool. Ask yourself the following questions. Am I getting as much out of group discussions as I can?
- Do I suggest new ideas, activities, and techniques? Or do I merely sit and listen?
- Do I ask questions? Or am I shy about admitting I don't understand?
- Do I talk too much? Do I tend to monopolize the class during discussion sessions?
- Do I ever question the value or logic of a learning project? Or do I always accept without question the things we do?
- Am I willing to compromise (except where basic issues such as truth and justice are involved)? Or do I remain inflexible in my points of view?
- Do I feel hurt if someone disagrees with my point of view? Or do I feel that my opinions should be heard too?
- Am I so busy thinking about what I want to say next that I forget to listen to what is being said at the moment?

Evaluation Activities

Check Lists

Check lists can be developed from the evaluation criteria established in the program objectives. They can also be developed from task analysis of a particular job. In a check list, a number of questions or statements are made and the evaluator checks the answer to the question. Usually the question requires a "yes" or "no" answer. Check lists can be completed after or during observation.

Rating Scales

Also based on objectives or goals, rating scales give the evaluator a chance to qualify an answer to a question. A scale that shows several degrees of response is drawn for each question or statement. For example, a scale might be marked with "strongly agree," "agree," "disagree," and "strongly disagree."

Questionnaire

In the questionnaire form of evaluation, short answers are given to specific questions based on objectives. Questions are designed to obtain information necessary for evaluation. A parent might fill out a questionnaire on the quality of the child care program.

Critical Incident

The critical incident evaluation activity asks for the respondent to give examples of the best/worst, most pleasant/most unpleasant, most effective/ least effective, or another similar dimension. For example, caregivers might be asked to describe the best and worst experiences in caregiving during the past two weeks. Or, parents might be asked to describe their most positive and negative experience with a caregiver during the past month. All the critical incidents are examined as a group. Care should be taken not to draw false conclusions.

Standarized Tests

Standardized tests are based on research and seek to measure specific skills, behaviors, etc. Sometimes special training is needed to administer such tests. An example of this type of evaluation would be a developmental assessment instrument used to evaluate a child's development.

Interviews

Evaluation in the form of an interview can be informal or formal. The interviewer asks specific questions and can ask additional questions to gain clarification. Tone of voice and facial expressions also give information not available from other forms of evaluation.

Critical Incidents

H-10

DIRECTIONS

Caregivers at a child care center were asked to describe one incident from the past two months which best illustrated what they liked best about working at the center. Then they were asked to give an example of what they liked least. Read their responses below. On a separate sheet of paper describe your reactions to their statements. What conclusions might you draw? If you were the director of the center, how could you find out if your interpretations were accurate? As the director, what actions might you consider?

CAREGIVER #1: One day the school nurse called and asked me to pick up my child who was sick. I didn't have the car that day and my director was glad to take me to get my child and take us home. My director told me, "We're all part of the family." That made me feel real good.

Last week, the children were preparing for lunch as usual. At the last minute, the cook said that lunch would be another 30 minutes. The children were hungry and groaned when I told them. We read a story and sang songs until lunch was ready. This was the fourth time that this has happened in the last two months.

CAREGIVER #2: It was Friday morning and the children noticed the delivery truck pull up out front. The new equipment and supplies that I had ordered had just arrived. We had a good time opening all the new games and toys. At our center, we order new materials every three months.

The thing that I like least about my work is some of the other teachers. They think nothing of coming into my room and borrowing things. One person has taken four things that I know of and has never asked me.

CAREGIVER #3: I had a really neat idea for a field trip last month. The director was so excited about it that we worked to have all the three-, four-, and five-year-olds go. The director did a lot of the arranging for transportation. We had a great time taking the children.

One day I had a terrible headache and wanted just a few minutes of peace and quiet away from the children. But there is no place to "get away from it all" here at the center. I finally had to ask to go home because I just couldn't get rid of my headache.

CAREGIVER #4: I had been working with one of the children on some physical skills. This child had not learned to hop on one foot. After weeks of trying different approaches we had success. The look on the child's face was wonderful. I love to be a part of such little triumphs.

The caregiver in the room next to mine made me really angry one day. We had a silly argument. Since that day we have hardly spoken to each other.

Leadership Traits

H-11

Research on leadership traits has revealed that effective leaders have some of the following characteristics:

HEIGHT:	Some studies have shown that effective leaders are taller than followers.
INITIATIVE:	Effective leaders have the drive to start an activity and work independently.
SELF-CONFIDENCE:	Leaders are sure of themselves and confident of their ability to lead.
PERCEPTION:	Leaders are able to observe accurately the events and people around them.
INTELLIGENCE:	Good leaders are smart; have basic intelligence.
DETACHMENT:	Leaders are able to distance themselves psychologically from the problems and people at hand.
MATURITY:	Experience makes leaders more effective.
SUPERVISORY ABILITY:	Effective leaders can supervise the work which needs to be done; they can plan, organize, implement, and evaluate.
DECISIVENESS:	Leaders are able to decide on the direction or solution and proceed.
LOYALTY:	Leaders are loyal to persons under their influence.
HONESTY:	Good leaders are honest, even under pressure.
STRENGTHENING ABILITY:	Leaders build strengths in others.

Douglas McGregor's Theory X

H-12

1. Managers should organize the resources (funds, materials, equipment, and personnel) for the benefit of the organization.

2. To organize people, managers should direct, control, and modify employees' behaviors to meet the needs of the organization.

3. Active intervention on the part of management is necessary, otherwise, employees would not serve the needs of the organization.

4. Theory X managers have the following beliefs:
   - The average person is lazy by nature and wants to do as little work as possible.
   - Most people lack ambition, dislike responsibility, and would rather be followers.
   - The average person is more interested in her or his needs than in the needs of the organization.
   - The average person resists change.
   - The average person is gullible and easily manipulated.

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Douglas McGregor's Theory Y

1. Managers should organize the resources (funds, materials, equipment, and personnel) for the benefit of the organization.

2. People are not by nature disinterested in the needs of the organization. But, they can become so as a result of negative experiences.

3. People have the capacity to be motivated, to develop, and to assume responsibility. In addition, they can direct their behavior toward the needs of the organization. Management does not put these capacities there. Management should try to create an atmosphere in which employees can develop to their potential.

4. Management should be organized so that people can set their own goals. People should direct their own efforts at attaining their goals.

Work Habits: A Self-Check List

DIRECTIONS

For each behavior below, write a score in the space at the right. Score yourself as follows:

3 = I do this regularly.
2 = I do this most of the time.
1 = I hardly ever do this.

BEHAVIOR **SCORE**

1. I make it to work every day. ______
2. I am on time to work and meetings. ______
3. If I tell someone that I will do something, I do it on time. ______
4. When I have a task that I do not enjoy, I get started instead of putting it off. ______
5. I work without complaining. ______
6. If I get phone calls from friends at work, I arrange to call them back on personal time. ______
7. I use my sick leave only when I am sick. ______
8. I take care of personal business on personal time. ______
9. I keep my work place neat and organized. ______
10. I use my time well. ______
11. I know when to move on to another task in the interest of time, even though a task may not be perfect. ______
12. I am thorough in my work, paying attention to details. ______
13. I double-check my work when I am finished. ______
14. I can work under pressure when necessary. ______
15. I can concentrate on my work even when there are minor distractions. ______

TOTAL SCORE ______

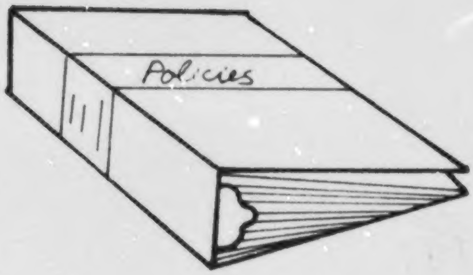
RATING SCALE:

45-40	You have excellent work habits. (Get ready for a raise!)
39-35	Your work habits are good. (They'll keep you around!)
34-25	Your work habits need improving. (Start subscribing to the newspaper.)
Below 25	You have very poor work habits. (Start reading the help wanted ads!)

Guidelines for Policy Making

H-15

- Policies should reflect the goals and purposes of the child care program.
- Policies should be relevant to the day-to-day working situation.
- Persons affected by policies should be encouraged to give feedback about those policies.
- Policies should be written in positive terms.
- Policies need to be carefully composed so that all may understand.
- Policies need to be distributed in a systematic, written manner.
- Policies should be reviewed periodically to determine if they are still relevant.



Legal Structure Survey of Child Care Programs

	LEGAL STRUCTURE				
TYPE OF PROGRAM	Sole Proprietorship	Partnership	For Profit Corporation	Not-For-Profit Corporation	**TOTALS**
Privately Owned					
Employer-Sponsored					
Federally Funded					
Head Start					
Church Affiliated					
Community Sponsored					
Other					
TOTALS					

Vocabulary Cryptogram

H-17

DIRECTIONS

Write the correct term in the blanks to the right of the definition. Transfer the letters above the numbers to complete a phrase at the bottom of the page.

1. Financial responsibility for a wrongdoing

```
___ ___ ___ ___ ___ ___ ___ ___ ___
 1                   18
```

2. Legal structure which features a single owner

```
___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
            15                              8
```

3. The process of creating the most complex form of legal structure

```
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
     2       4                  17              11
```

4. These spell out how a corporation is to be run

```
___ ___-___ ___ ___ ___
             7
```

5. Document which sets forth the purpose of a corporation

```
___ ___ ___ ___ ___ ___ ___ ___
                22
```

6. Joint ownership

```
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
         5      25
```

7. A paper filed by a privately-owned business

```
___ ___ ___ ___   ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
19                                      23
```

8. Legal structure in which an entity is separated from individuals

```
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
    12                                  13
```

9. A type of organization in which all money is turned back into the business

```
___ ___ ___-___ ___ ___-___ ___ ___ ___ ___ ___
    20                      24
```

10. If one partner in a partnership dies, the business is ______

```
___ ___ ___ ___ ___ ___ ___ ___ ___
     9          10
```

11. A report often required by a state agency to show how all funds in a corporation are used

```
___ ___ ___ ___ ___ ___ ___ ___ ___
 3              21              14
```

12. Articles of incorporation are signed by the ______ of the board

```
___ ___ ___ ___ ___ ___ ___
         6              26
```

13. Dealing with laws

```
___ ___ ___ ___ ___
        16
```

Every child care program director or owner needs:

```
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___
 1   2   3   4   5   6   7   8   9  10  11     12  13    14  15  16  17  18    19  20  21  22  23  24  25  26
```

Case Study in Liability

H-18

A child was injured on a piece of outdoor equipment recently installed at a day care center owned by Mr. Jones. The child required a visit to the emergency room and stitches. The mother was told by the doctor to keep her child home for three days, thus depriving the mother of part of her salary. Upon investigation of the case it was learned that the outdoor equipment was improperly installed by the contractors hired to put in the new equipment. The improper installation contributed to the injury of the child. At the same time, it was learned that only one caregiver was on the playground at the time. The child-staff ratio required in the state minimum standards was not being met.

KEY QUESTIONS

What are the legal relationships involved in this case?

What role will the legal structure play in determining liability?

What types of legal responsibilities are involved?

Who could be held liable and why?

What role might insurance play in protecting individuals and businesses from liability?

How could this situation have been avoided?

The Field of Insurance

H-19

DIRECTIONS

Research to find out as much as you can about each type of insurance listed on this three-page handout. In the space provided, write a description of that type of insurance. Include information on coverage, benefits, costs, etc. This activity might be done with a partner or as a group activity.

Accidental Injury Insurance

All Risk Building Insurance

Contractor's Liability Insurance

Employer's Non-Owned Auto Insurance

Excess Liability Coverage

Fire Insurance

General Liability Insurance

Group Health Insurance

Group Life Insurance

Personal Injury Insurance

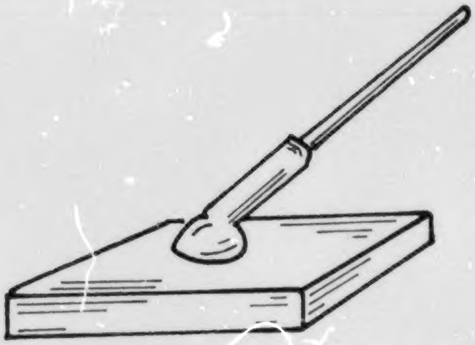
Personal Property Insurance

Products Liability Insurance
Social Services Excess Liability Coverage
State Unemployment Insurance
Vehicle Insurance
Worker's Compensation Insurance
Other Insurance

Before You Sign That Contract...

H-20

1. Have you read the entire contract?
2. Do you understand what you have read?
3. Have you asked questions to clear up anything you did not understand?
4. Have you talked to legal counsel if you still did not understand?
5. Are all the blank spaces filled in?
6. Are you certain that you will be able to fulfill your end of the agreement?
7. Have you taken your time in considering the contract?
8. Do you feel free to suggest changes in the contract with the other party's approval?
9. Do you feel free to reject the contract if it does not meet your needs?
10. When you sign the contract as an agent (for example, the director signs for the corporation), do you sign with your name and title for the corporation?



ABC Child Care Program Contract for Child Care Services

H-21

Name of Child: ______________________ Birth Date: __________

Address: ______________________ Date of Enrollment: __________

The ABC Child Care Program agrees to:

1. Provide child care Monday through Friday between the hours of 7:00 a.m. and 6:00 p.m. except on designated holidays as stated in the *Parents' Handbook* which accompanies this contract.
2. Provide a nourishing noon meal and morning and afternoon snacks each day the program operates.
3. Provide a developmentally appropriate curriculum for your child as outlined in the *Parents' Handbook.*
4. Keep parents informed of their child's growth and development through parent-caregiver conferences.
5. Provide all other services as explained in the *Parents' Handbook* which apply to your child.
6. Give at least four weeks notice of a change in fees.

As the parent(s) or guardian of the above named child I agree to:

1. Pay in advance the weekly fee of $40.00 which applies to all weeks the child is in care regardless of holidays or bad weather days, except for a one week period at Christmas when the program is closed. I understand that I pay the full weekly fee regardless of whether my child attends or not, in order to maintain my child's slot. Fees are to be paid by Friday for the week to follow. One month advance notice will be given for changes in fees.
2. Pay a late fee of $5.00 per quarter hour for every quarter hour past 6:00 p.m. that I am late to pick up my child.
3. Participate in at least two parent-caregiver conferences which may be held in person or by phone for each year my child is in care.
4. Abide by all the guidelines as stated in the *Parents' Handbook*, which I have read.

______________________ (Signature of the Program Director)

______________________ (Signature of Parent(s) or Guardian)

______________________ (date)

______________________ (date)

Signs of Possible Abuse and Neglect

Abused or neglected children are likely to share at least several of the following characteristics:

- They appear to be different in physical or emotional make-up, or their parents see them as different.
- They seem unduly afraid of their parents.
- They may often bear welts, bruises, untreated sores, or other skin injuries.
- Their injuries seem to be treated inadequately.
- They show evidence of overall poor care.
- They are given inappropriate food, drink, or medication.
- They exhibit behavioral extremes; for example, crying often or crying very little; being unusually aggressive and destructive or extremely withdrawn.
- Some are wary of physical contact; they become apprehensive when an adult approaches another child, particularly one who is crying.
- They may exhibit a sudden change in behavior.
- They take over the role of the parent, being protective or otherwise attempting to take care of the parent's needs.
- They have learning problems that cannot be diagnosed.
- They are habitually absent or late to school. They may be absent for prolonged periods.
- They may arrive early at school and not want to leave.
- They are often tired and sleepy.
- They are dressed inappropriately for the weather.

To report suspected child abuse or neglect call: ____________

Tips for Testifying as a Witness

If you are called to testify in court, keep the following points in mind:

1. The lawyer requesting you as a witness will want to talk with you about your testimony in advance. Always listen carefully to the lawyer's instructions. The lawyer will tell you what to expect. Be sure the lawyer knows all the information you know about the case.

2. Understand the purpose of your testimony and be sure you have all your facts straight.

3. You may be asked in some cases to bring in records from the center. Follow the lawyer's advice on what to bring and how many copies.

4. Always arrive on time to the court session. Dress conservatively, yet professionally.

5. Be prepared to answer the opposing lawyer's questions. Remember that the cross-examination is meant to discredit your testimony. The lawyer may use harsh manners and cause you to give misleading answers, especially if it is a jury trial. Remain calm and think clearly before giving your answer.

6. Always tell the truth when asked a question but give no more information than requested.

7. Do not try to match wits with a cross-examining lawyer unless you are well versed in the techniques the lawyer will use to discredit you.

8. Do not be upset if the opposing lawyer makes you look bad. That is the whole idea—it is nothing personal. Remember that the lawyer that requested you as a witness will have opportunities to set things straight.

How to Find and Use a Lawyer*

by John Curran Ladd and Kathleen A. Murray

What to Look for in a Lawyer

Child care centers frequently have need for specialized legal services. Most lawyers are, in fact, specialists rather than generalists. When seeking legal services, a child care center should choose a lawyer with experience in handling legal problems similar to those of the center.

For child care business needs the best lawyer is someone who has experience serving similar business interests. These business interests might involve setting up a corporation, negotiating a contract or a lease, advice on the legality of personnel policies, or advice on directing a non-profit organization. If you cannot find a lawyer who has serviced other child care providers, you might find lawyers who serve nursing homes, small hospitals, or other social service organizations similar to your own. If you are a profit-making corporation, you may be satisfied with a lawyer who has experience with other small businesses.

If you are sued, or wish to sue someone, then you have a litigation problem and need a lawyer who is familiar with litigation. Preferably this experience should be with the particular kind of litigation you have encountered–perhaps litigation involving an employee, litigation concerning a neighbor, or litigation to enforce a contract or an insurance claim.

Many law firms, of course, have lawyers representing many areas of specialization. One of the advantages of going to a law firm is to have access to the services of a pool of lawyers representing various legal specialties.

Compiling a List of Candidates

How do you find that ideal lawyer for a child care center? Start by compiling a list of five to ten lawyers who seem to fit your criteria. Talk to other child care providers. Ask them about lawyers they have used, how much they were charged, and how satisfied they were with the work. If you don't have other child care providers in the area who use lawyers, talk to people who operate businesses similar to yours. Or ask a local resource and referral agency, if you have one in your area, to recommend lawyers with experience in your area of need.

In addition, call your local bar association for lawyer referral services. Look in the yellow pages of the telephone book under "Attorneys" or "Lawyers." These referral services tend to work from lists of lawyers. In the larger cities, the lists are fairly sophisticated and are divided by specialty. If you tell the legal referral agency that you have a small litigation problem, they will have a list of litigators. If you tell them that you have an incorporation problem, they will have a list of business lawyers familiar with incorporation procedures. You should define your needs as well as you can to the referral agency so they may suggest an appropriate lawyer. If you do not define your needs, they may assign the lawyers' names at random.

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Screening the Candidates

After you have a tenative list of names, call the lawyers on your list. Describe your problem succinctly and ask if you can meet for a half-hour to discuss the possibility of retaining them. You should ask when you first call how much they plan to charge for that initial consultation. Some lawyers are willing to meet with you on a preliminary basis without charge in hopes of getting your business. Others will charge you for their time. You may wish to meet first with lawyers who offer to meet with you free of charge. If you find that one of them meets your needs, you may not have to spend money talking to the others.

Try to have an initial meeting with at least three lawyers to discuss your problem. Each of the conferences will help sharpen your perception of the problem and will help you define more clearly what kind of lawyer you want. This is time well spent. Make it clear to each lawyer during the initial conversations that you are planning only a brief meeting, and that shortly thereafter you will decide which lawyer to use. That is a common event in the lives of most lawyers. Lawyers are in the business of selling their services and are accustomed to the fact that they must meet with clients to explain their services.

Prepare to use these interviews effectively. When lawyers are meeting with you, particularly when they are meeting free of charge, they are giving you their only salable commodity—their time. In respect for lawyers' time, it is important for you to think about how you will spend that time effectively. You should plan to begin by describing briefly the nature of your present legal problems and what legal services you desire. Try to organize your information in a coherent package. If documents such as a complaint, a summons, a lease, or a contract are important to the issue at hand, bring them with you.

After you define your problem, ask the lawyers about their prior experience. Ask them to describe what kinds of problems similar to yours they have handled. For example, if you want to incorporate, ask the lawyers about recent incorporations similar to yours that they have handled. Don't hesitate to ask a lawyer specific questions. It's difficult to answer the question, "Do you consider yourself a good lawyer or a great lawyer?" It's easy to answer questions such as: "How many lawsuits have you tried in the last five years?" or "How many organizations have you incorporated in the last five years?" or "How many license revocation proceedings have you handled in the last five years?" The answers to these kinds of specific questions can be answered sensibly by a lawyer and will give you some basis for choosing among the three or more lawyers you interview.

You should also ask the lawyers how they plan to charge for the work. Some lawyers will charge you a fixed fee for a given piece of work. More frequently lawyers will charge you on an hourly basis. In most cases they will tell you how much they charge per hour, and, if pressed, give you a general estimate of the number of hours.

Another important cost issue to raise is the question of additional costs. Almost any lawyer will bill you for charges outside the office which the lawyer has to pay- filing fees, deposition fees, etc. There is some difference among lawyers, however, as to internal expenses charged to you directly. A few firms, for example, will charge for secretarial time. Other firms do not charge for secretarial time and simply make up the money necessary to pay a secretary out of the hourly rate charged by the lawyer. Some firms will charge for postage; some will not. Ask the lawyers about what charges they contemplate in your case; and again, ask for estimates of those charges.

In addition, ask each lawyer to describe how he or she plans to solve your problem. You should not expect a lawyer to know exactly what will be done; but ask the lawyer for a first impression of how that type of matter should be handled. This will give you some idea of whether this lawyer will use an approach that you feel comfortable with.

Making the Decision

Once you have completed the interviews, decide which lawyer you will use, or, indeed, whether you are going to look for other lawyers to interview. There are several additional considerations worth mentioning at this point.

First, you should not select a lawyer you don't trust– even if he or she is the least expensive among those with whom you've talked. It does not help to get advice that you then disregard. For example, a business lawyer may help you set up your corporation and give you advice as to what to do. You will find that if you don't trust that lawyer, you simply won't follow the advice; and, as a result, you've paid for nothing.

A second point to consider in selecting your lawyer is that a lawyer with a higher hourly rate may still be the better lawyer for you. He or she may be able to do the work in a more efficient fashion than another lawyer that charges a lower hourly rate. Most lawyers' rates sound high. It is not unusual to find lawyers charging in excess of $100 an hour. One should not, of course, pay $100 an hour to an inexperienced lawyer.

A lawyer who is experienced in a matter is able to do a job quickly, has good clerical facilities, and who has a good file of applicable forms may very well be worth rates that are substantially more than lawyers with lower rates. You may find that lawyers' rates in your community will not differ by a factor of more than three to one. It is very conceivable that an experienced lawyer can handle a matter in one-third the time required by a novice. So be sure to compare the hourly rates and the amount of experience that lawyers have.

Once you have selected a lawyer, find out how you will be charged. Ask the lawyer to send you a letter explaining what he or she will do for you and how you will be billed. By securing this written agreement in advance you are less likely to become involved in a fee dispute with the lawyer.

Using Your Lawyer Effectively

Now that you've selected a lawyer, how can you utilize her or his services to your best advantage? Keep these pointers in mind:

- Respect your lawyer's time. It is all that he or she has to sell. If you are talking to a lawyer, you are paying. Realize that every time you talk to that lawyer or ask to have a letter sent, you are paying for that time. It may cost anywhere from $7 to $25 for a lawyer to have a 15-minute telephone conversation with you or to write an explanatory letter. Try to protect the lawyer's time. If you are dealing with a volunteer lawyer, that rule applies even more strongly.
- Prepare for meetings with your lawyer. Think through the problem before discussing it with your lawyer. Do as much of your own investigative work as you can. If you have any forms to be filled out, complete them in draft yourself as best you can. Don't ask your lawyer to spend time asking you for your name and address and social security number. Similarly, when you meet with your lawyer make sure you bring any relevant papers with you. This will help the lawyer work for you more quickly and more efficiently.
- Ask your lawyer to keep you informed on the progress of work performed for you, but allow the lawyer to control the pace and process of the work. One of the best ways to keep informed is to ask the lawyer to send you copies of everything the lawyer does for you. Then you can keep up-to-date on what's being done without an exchange of letters at extra expense. Don't expect the lawyer to send you a letter every week explaining what has happened that week unless you are prepared to pay for it.
- Ask your lawyer to bill you on a monthly basis, and request that the bill include a description of the services performed. This informs you on a monthly basis of what the lawyer is doing for you and what it's costing. If you think the lawyer is going overboard, or if you think she or he is not performing services you need, a description of services for the month will help clarify this and will provide you with a basis for bringing your concerns to the lawyer's attention. Ask the lawyer to include in the monthly bill a statement of how it was computed. If your agreement was that you would pay $50 an hour, the bill should state that so many hours were spent and that the number of hours worked times $50 is the amount of your bill. If the bill you receive seems incorrect, complain about it promptly.

- Make proper use of your lawyer's advice. Your lawyer will make routine legal decisions in serving you, but there will be times when you must make a decision. For example, in a lawsuit *you* will have to decide how to settle the suit; in the review of a contract, *you* will have to decide whether or not to accept a certain provision the other side demands. When your lawyer refers a decision to you, ask for his or her advice but make the decision privately.

In general, you should follow your lawyer's advice unless it really violates your sense of the situation. You hired your lawyer as a professional, and you should be able to trust the person's judgment within his or her area of expertise. If you find that you must act contrary to your lawyer's advice regularly, or if you must act contrary to your lawyer's advice on something significant, consider changing lawyers. If you don't trust your lawyer well enough to follow her or his advice, you are probably not spending your money well.

How to Secure Free Legal Aid

For child care centers lacking sufficient resources to retain the services of lawyers at their normal rates, several alternatives are available. First, if a lawsuit is being brought against you, check to see if your insurance company will defend you. Many insurance companies will provide legal representation if you are sued in any lawsuit involving liability covered by the policy.

The first thing to do, therefore, if you are served with legal papers, is to find your insurance policies and inform your insurance agent of the claim. Ask the agent whether the company will provide representation in the case. If so, try to cooperate with the lawyer provided by the insurance company. If the insurance company tells you that the policy does not provide coverage, find your own lawyer. However, show your insurance policies to your lawyer early in the representation so he or she can decide whether the insurance company was correct in making the determination that you are not covered.

A second source of free or reduced cost legal aid is through lawyers who believe that they have an ethical obligation to devote five or ten percent of their time to individuals who need lawyers but cannot afford them. Lawyers refer to this obligation as the requirement to work *pro bono publico*, or in the public interest. Many lawyers believe that the *pro bono* obligation extends to businesses as well as to individuals, particularly non-profit, tax-exempt organizations that are just starting out or that are on limited budgets. In addition, in a number of cities, free legal services are available to minority-owned enterprises that are still at the not-yet-profitable stage.

A third potential category of free legal services is through lawyers who are willing to help any enterprise get started. They offer this service in the hope that the enterprise might develop into a profitable business that will provide paid legal work in the the future. For example, an attorney might be willing to incorporate a child care center in the hope that the center will become profitable and will eventually bring that attorney paying work.

Finally, many lawyers will represent clients in cases that involve broad social policy issues. The American Civil Liberties Union will represent individuals and businesses in business problems involving constitutional issues. The NAACP Legal Defense Fund may represent people with problems that involve issues of civil rights, particularly under the federal civil rights laws. The NOW Legal Defense Fund primarily represents persons who feel that they have been discriminated against on the basis of sex.

There are a number of ways to locate free legal services. For example, many local and state bar associations sponsor volunteer attorney programs. In larger cities, seek referral services for *pro bono* lawyers. Organizations such as ACLU or NOW may provide help in finding volunteer lawyers. Or simply call one of the largest firms in your area, ask for a managing partner, and then inquire whether the firm has a *pro bono* program which might cover your particular problem.

As a final word of caution, nothing is gained with a lawyer who does a bad job free. You are better off finding a lawyer who does a good job and charges you a reasonable fee.

Job Description

H-25

Title of Job:

Purpose of Job:

Supervised By:

Qualifications:

Daily Duties:

Periodic Duties:

Occasional Duties:

Other Duties as Assigned:

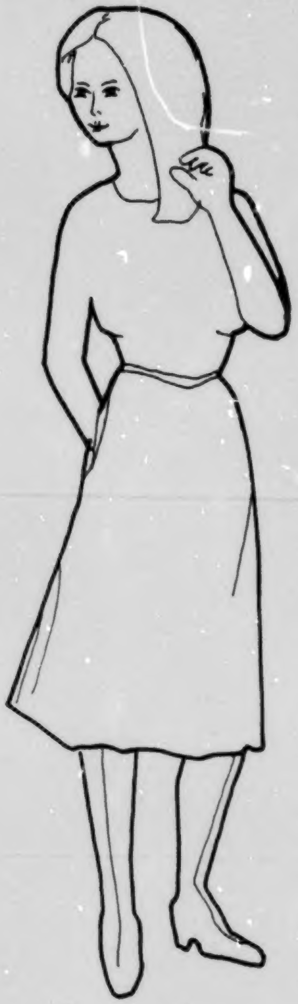
Other Positions Supervised:

213

Felt Board Patterns for Job Description Case Study

DIRECTIONS

Make Ms. Price using interfacing fabric and felt-tip markers. Prepare labels from strips of lightweight poster board. Labels should be about 8" x 3". Back each label with sandpaper. Glue each sentence, listed on the next page, on the front of a label. Prepare several blank labels as well.



- Observe staff at other centers.

- Obtain copies of job task analyses for child care employees.

- Interview staff from other centers.

- Ask another director for advice.

- Study job descriptions from other programs.

- Ask staff at another program to keep a log of daily tasks.

- Go to the library and research.

Secretary-Bookkeeper -Cook Job Duties

SECRETARY:

- Answer the telephone, relaying messages promptly and accurately.
- Keep center records and files current.
- Maintain book list and book check-out list for all books.
- Maintain inventory of equipment.
- Assist in whatever capacity necessary to maintain smooth operation of the center, as directed by the center director.
- Type center memos to parents and center personnel according to the center director's instructions.
- Greet and screen callers and visitors to the center.
- Escort tour groups or visitors in the center.
- Enroll applicants and maintain a current waiting list of clients.
- Keep records of children's activities outside the center.
- Keep records of special visitors to the center.
- Collect invoices, receive deliveries, receipts, etc., and relay to bookkeeper.
- Collect all fees, sending bills to clients; report verbally or in writing to center director on overdue fees or any problem involving clients or personnel.

BOOKKEEPER:

- Keep financial records for the center.
- Pay bills, file invoices, organize receipts, etc.
- Prepare monthly expenditure report.
- Keep current list of procedures for preparation of expenditure report.
- Make bank deposits of all monies including income tax withholding, fees, etc.
- Keep payroll records up-to-date.
- Prepare payroll, making employee payroll deductions and disbursing checks in accordance with established policies.
- Work with auditors, making records and information available to them upon request.
- Type W-2 Tax Forms annually for employees; prepare W-2 forms for terminated employees at time of termination.

COOK:

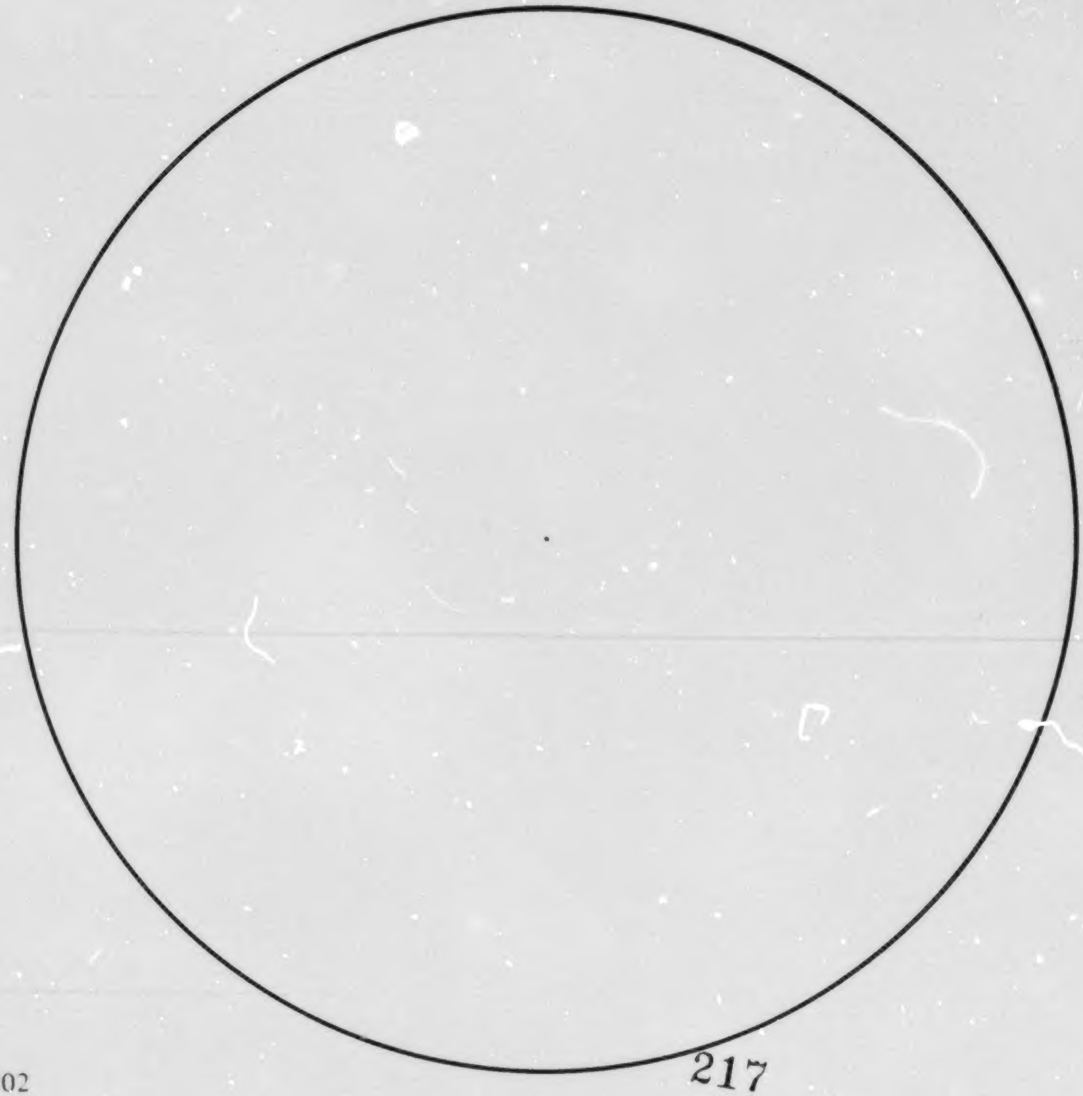
- Prepare food orders based on menus.
- Assist nutritionist in the preparation of cycle menus.
- Prepare meals and snacks in a sanitary manner.
- Wash all dishes, cooking utensils, etc., in dishwasher.
- Keep work surfaces clean at all times.
- Shop for food items that are not delivered to the center.
- Check all incoming food orders for product quality.
- Keep kitchen cupboards, appliances, and closets clean and neat.
- Supervise the work of the assistant cook.
- Be sure that all meals and snacks are served on time.
- Prepare food to be served family style.
- Keep a continuous inventory of all supplies on hand.
- Clean major kitchen appliances: stove, refrigerator, freezer, bread mixer.

Caregiver Qualifications

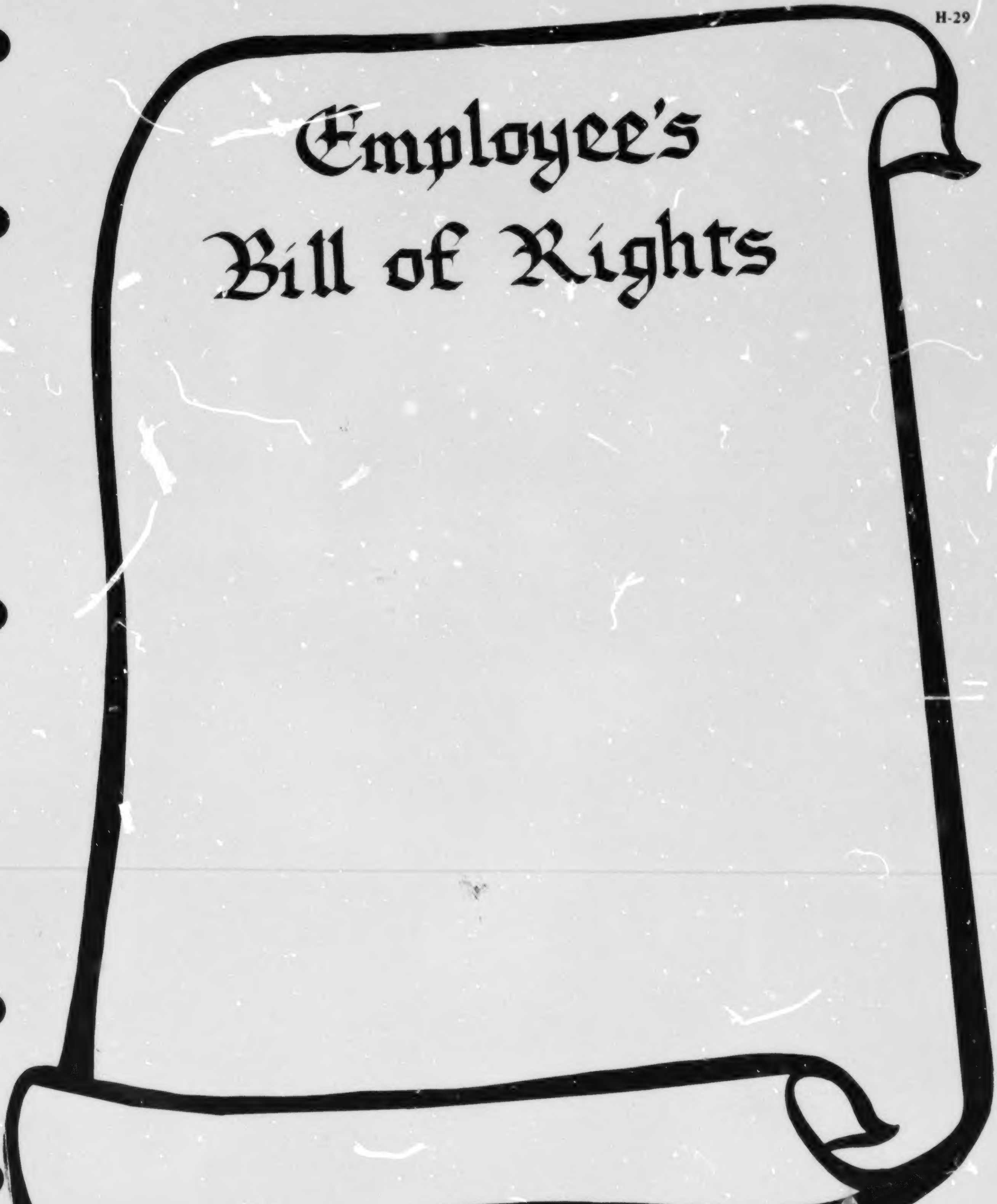
DIRECTIONS:

Consider the value you place on the following five qualifications for a child caregiver:
- education,
- experience with children,
- love for children,
- willingness to work, and
- well-balanced personality.

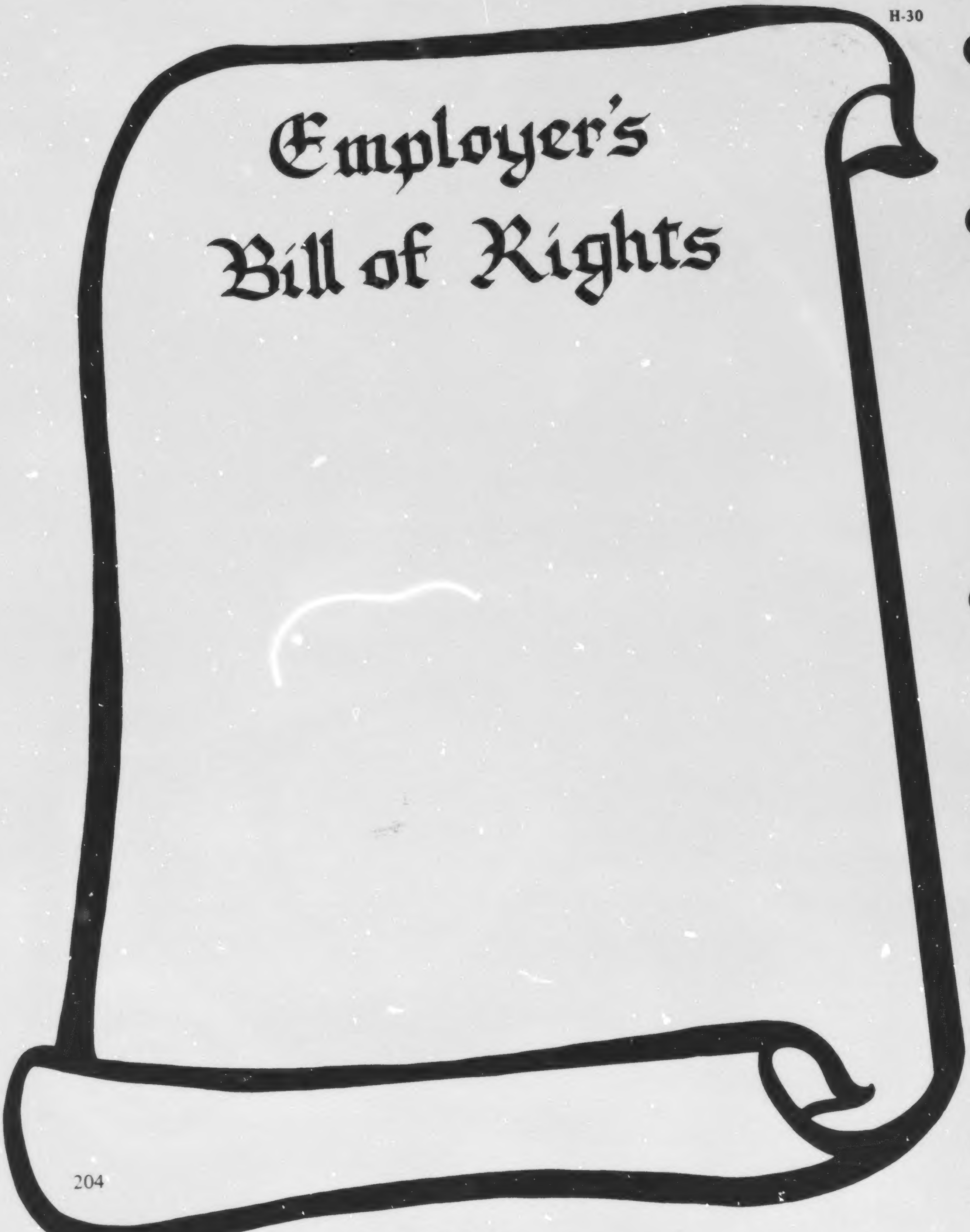
Divide the pie graph below into sections which show the value you place on each of the qualifications.



Employee's Bill of Rights



H-30



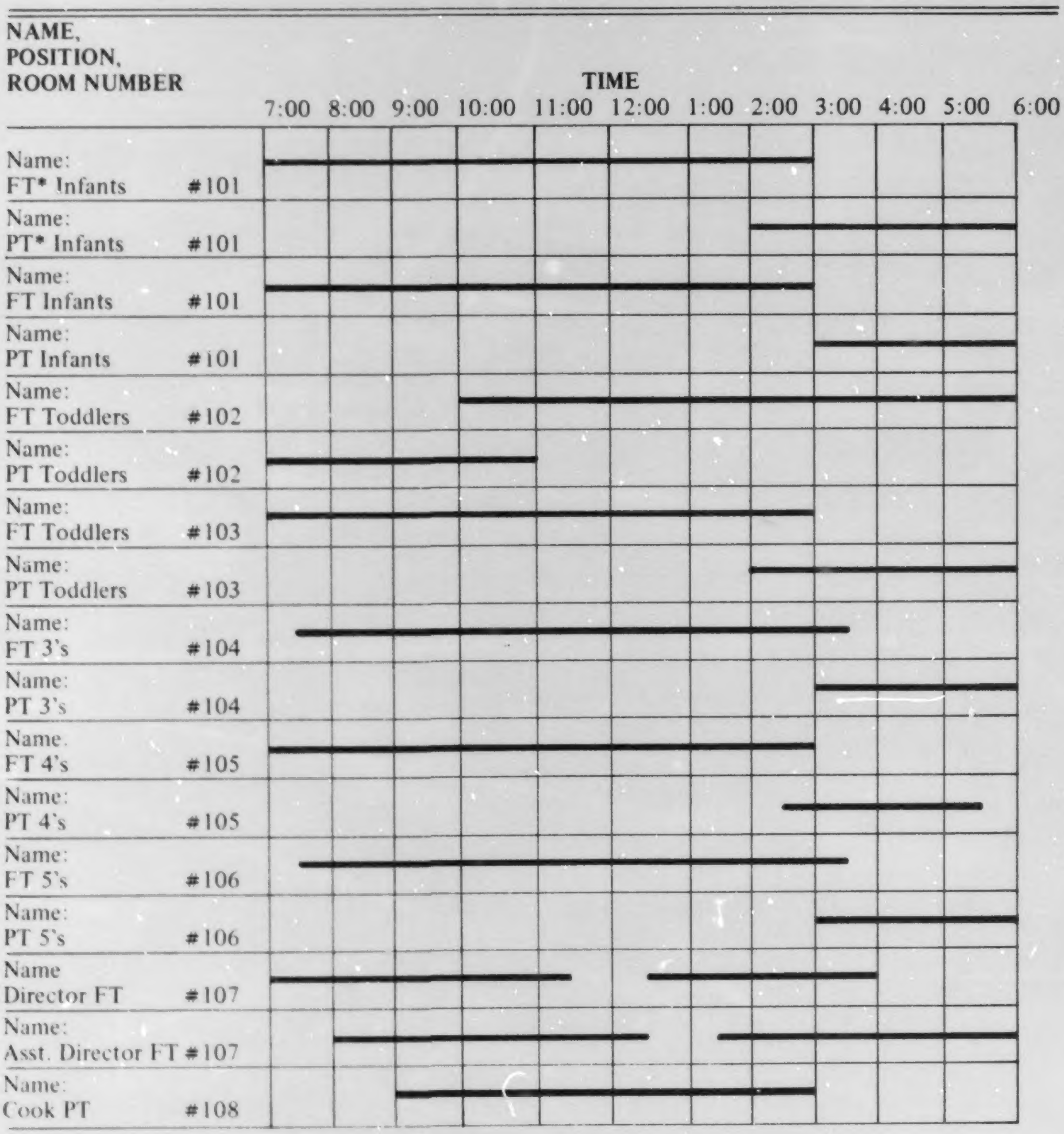
Employer's Bill of Rights

Child Care Program Room Coverage Schedule

ROOM		TIME										
		7:00	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00
Infants	#101				Name						Name		
					Name						Name		
Toddlers	#102										Name		
					Name								
Toddlers	#103				Name								
											Name		
Three-year-olds	#104				Name								
											Name		
Four-year-olds	#105				Name								
											Name		
Five-year-olds	#106				Name								
											Name		
Office	#107				Name								
											Name		
Kitchen	#108				Name								

Child Care Program Employees' Schedules

H-32



FT* = Full-time
PT* = Part -time

Child Care Program Room Coverage Schedule

ROOM	TIME										
	7:00	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00 6:00

Child Care Program Employees' Schedules

H-34

NAME, POSITION, ROOM NUMBER	TIME 7:00	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00

General Guidelines for Employment Interviews

- Become familiar with the job qualifications. Know what you are looking for.
- Involve staff and parents in the process. They can help by recruiting applicants, screening applications, conducting interviews, and providing feedback at the decision-making stage.
- Screen application forms. Select applicants with the best qualifications for interviews.
- Conduct a screening interview before the assessment interview if a number of qualified applicants are available. This can be done in a brief person-to-person interview or by phone.
- Schedule all assessment interviews during the same week.
- Plan for interviews to last from 30 to 60 minutes.
- Allow time between interviews for recording information while it is still fresh.
- Avoid scheduling more than two interviews in a row.
- Begin the interview by helping the applicant feel welcome and relaxed.
- Briefly review with the candidate the features of the position for which he or she is applying.
- Ask questions which will give more information about facts given on the application form.
- Avoid questions which might be considered discriminatory.
- Ask some hypothetical questions which require the applicant to explain what she or he would do in a certain situation involving the work to be done in that position.
- Avoid doing most of the talking. Use moments of silence to encourage the candidate to speak.
- Provide an opportunity for the candidate to ask questions about the employment situation.
- Conduct a tour of the center either before or after the interview.
- Explain to the candidate the steps that will be followed after the interview in completing the hiring process. Give the candidate an idea of when the decision will be made.

Employment Contract

H-36

Let it be known that ______________________________ shall be
(name of employee)
employed by ______________________________ in the
(name of corporation or owner(s))
position of ______________________________ for a period of
(position title)
__________ months beginning ____________________ and ending
(date)
____________________. During that time the employee named above
(date)
agrees to fulfill all duties as stated in the job description plus any additional duties as assigned. In addition, the employee acknowledges having read the Employee's Handbook containing the center's policies and agrees to abide by the policies as stated.

The first four (4) weeks of this contract shall be a probationary period. This contract may be terminated without notice by either party on or before ______________________________ Termination at any
(date in four weeks)
subsequent time shall be preceded by a two (2) week notice.

______________________________ agrees to pay the
(name of corporation or owner(s))
employee for services at a rate of $ ____________ for a work week of ____________ hours. In addition, the employer agrees to provide all employee benefits as described in the Employee's Handbook.

This agreement is made between ______________________________
(name of corporation or owner(s))
and ______________________________ on the ______ day
(name of employee)
of ________, 19____.

____
(signature of authorized
agent of the board or owner(s))

____
(signature of employee)

Termination Guidelines

H-37

PREREQUISITES: Before any disciplinary action is taken, be sure these prerequisites are in place in your organization:

- Written work rules, procedures, policies, etc., are given to and read by every employee at the beginning of employment.
- Routine employee evaluations are conducted periodically.
- A system for employees to express grievances is in place.

DOCUMENTATION: Document in writing examples of unsatisfactory performance when problems first begin. Continue documenting every action taken thereafter. Leave a "paper trail."

BACKING: Keep your immediate supervisor informed of the problem and what you are doing. Seek advice when unsure of the actions to be taken.

WARNING: Call the employee into your office for a private conference. State clearly what work rule, procedure, policy, etc., is not being met. Give specific examples. Make a plan for improvement with the employee. Be specific and set a timetable. Document the meeting with a written memo. Give a copy to the employee.

TERMINATION: If the employee fails to improve, or if the violation was severe, termination is in order. Termination should come as no surprise to the employee. The employee should be informed verbally of the decision as well as in writing.

Hints for Better Meetings

H-38

1. Hold regularly scheduled meetings.
2. Plan the agenda ahead of time. Identify the purposes or objectives of the meeting. Invite staff members to suggest items for the agenda. Post the agenda prior to the meeting.
3. Begin and end the meeting on time. Postpone items which require considerable discussion to the next meeting or call a special meeting. Avoid rushing.
4. Hold the staff meeting at a time when most of the staff can attend. Arrange for substitutes.
5. The meeting is chaired by the director or a staff member. Some centers rotate the chair from meeting to meeting.
6. Arrange for someone to take minutes of the meeting. Make copies of the minutes available shortly after the meeting.
7. Make general announcements at the beginning of the meeting. Discuss other topics in order of importance.
8. Encourage staff interaction by listening carefully and responding to staff comments.
9. Present problems and concerns in a straightforward manner. State how you feel. Take a nonthreatening approach.
10. Avoid letting one or two employees dominate the meeting. Seek opinions from each staff member.
11. Avoid discussing problems which should be handled in private with the individual(s) involved.
12. When discussing the problems of individual children, remind staff of the importance of confidentiality.
13. Try to make decisions by reaching a consensus or general feeling of group agreement.
14. Strive to maintain a positive tone during the meeting. Have a sense of humor.

Staff Meeting Agenda

H-39

Date: ______________________________

Time: ______________________________

Staff members present:

Staff members absent:

I. Read minutes of last meeting.

II. General announcements:

III. Topics for Discussion: (In order of importance)

A.

B.

C.

D.

E.

F.

G.

H.

IV. Assignments.

V. Proposed topics for next meeting:

VI. Adjourn.

Employee Performance Evaluation

H-40

Name of Employee: ______________________ Position: ______________

Evaluator: ______________________ Date: ______________

Skill or Competency	Rating				
	Excellent	Good	Fair	Poor	Does Not Apply
1.	___	___	___	___	___
2.	___	___	___	___	___
3.	___	___	___	___	___
4.	___	___	___	___	___
5.	___	___	___	___	___
6.	___	___	___	___	___
7.	___	___	___	___	___
8.	___	___	___	___	___
9.	___	___	___	___	___
10.	___	___	___	___	___
11.	___	___	___	___	___
12.	___	___	___	___	___
13.	___	___	___	___	___
14.	___	___	___	___	___
15.	___	___	___	___	___
16.	___	___	___	___	___

Motivating Caregivers of Young Children

To make employees productive in their working situations, directors can provide *motivation*. Motivation is a sense of needing or wanting to do something. Several factors motivate people working in child care programs. Other factors may be frustrating.

Three things most often motivate the child caregiver. These are meaningfulness, responsibility, and knowledge of results.

If caregivers feel that the work done is important, valuable, and worthwhile they may work harder. If the work is unimportant, a caregiver may not do it as well. If the caregiver believes the work will have a meaningful impact on the children and the children's families, the caregiver will have a positive feeling about the work.

In order to derive satisfaction from a job, the caregiver must also feel a sense of responsibility. If the caregiver is merely carrying out instructions of a supervisor or director, the sense of self-value may get lost. If a caregiver has control over the planning and activities of a certain part of the program, that person will feel responsible or that part of the program.

If a caregiver can receive regular knowledge of the results of the care given, there will be a sense of satisfaction which can help in motivating the caregiver.

Some factors may frustrate the caregiver. These factors may not directly relate to the work, but rather to the working environment. The frustration may be because of the pay rate. Occasional pay raises may help to eliminate frustration in a program.

Caregivers may report frustration because they do not see any prospects for advancement. A program director can help by assigning special managerial responsibilities. Another way of helping is to promote education for a caregiver.

Still another source of frustration is the physical work environment. Crowded conditions may make employees wish for more space or better organization of existing space. If this is a common complaint in a program, perhaps a brainstorming session at a staff meeting could produce a plan for improvement of the space. A coat of paint and some new decorator items may be all that is needed to create a more pleasant working environment.

Frustration can also come from the style of supervision used in a program. Here a director may have to look inward to see that a variety of acceptable managerial styles are used. A change of pace is sometimes all that is needed.

Many child care employees feel that they work too many hours. To accommodate many families' needs, centers tend to have long hours. Employees should have the opportunity to structure hours which fit into their personal situations. If it is not possible to offer a shortened day, then several reasonable breaks offered through the day may help the employees feel better about their work.

A final source of frustration is inflexible personnel policies. Some caregivers feel burdened with rules and regulations. One way to help employees live with rules is to explain their necessity in the child care setting. Perhaps a revision of personnel policies could be discussed at a staff meeting so that staff members can give their input.

With creative thinking a director can work to place emphasis on job satisfaction by stressing the satisfactions which can be derived from working with young children. In addition, the director can strive to eliminate from the working environment those causes of frustration which hinder employee performance.

Problem Solving

H-42

STEP 1: **Identify and Define The Problem**
- Is it really a problem?
- Who or what is affected by the problem?
- When is it a problem?
- To whom is it a problem?

STEP 2: **Analyze Factors Which Cause the Problem**
- What events occur before and after?
- Which people are involved?
- What factor is the primary cause?

STEP 3: **Explore Solutions and Alternatives**
- What specifically needs to change?
- What alternatives are available?
- What might happen if the alternatives are implemented?
- Who should be involved in making changes?

STEP 4: **Decide on a Specific Plan or Strategy**
- What specifically will be done?
- Who or what will be involved?
- How long should the solution take?
- How will we know that the problem has been solved?

STEP 5: **Evaluate the Results**
- Is the problem solved?
- What else should be done?

STEP 6: **Make Changes as Indicated**
- What should be done differently?
- Will the problem be solved with these changes?

Breakeven Analysis

A *breakeven analysis* will tell you at what point expenses and income balance. When determining fees, it is helpful to use a breakeven formula such as the following:

$$NT = F + V + S$$

The left side of the equation represents the number of children (N) times the tuition (T) or fees charged per child per year. This is your total income. The right side of the equation represents fixed expenses (F), plus variable expenses (V), plus semi-variable expenses (S). This is your total program cost. *Fixed expenses* include such items as rent, loan payments, and salaries of the administrative staff. *Variable expenses* are expenses which vary according to the number of children such as supplies and food. With each additional child, expenses increase. *Semi-variable expenses* are expenses which are also dependent on the number of children, but only as groups of children are added. The major semi-variable expense is the cost of caregivers' salaries. Additional caregivers are added only after a certain number of children are added.

For cases in which you wish to figure the amount of tuition or fees to charge, this formula is useful. In the following equation known variables are added, then the fee is determined:

$$\underset{(N)}{75} \times T = \underset{(F)}{\$30{,}000} + \underset{(V)}{\$30{,}000} + \underset{(S)}{\$60{,}000}$$

$$\begin{aligned} 75 \times T &= \$120{,}000 \\ T &= \$120{,}000 \div 75 \\ T &= \$1{,}733 \text{ per child per year} \end{aligned}$$

From this example you have learned that to breakeven you must charge parents at least $1,733 per child per year. This is $34.00 per week if your program operates 50 weeks of the year. If you expect to make a profit or leave a margin for safety, you would need to charge more than $34.00.

Breakeven analysis can also be used to help you plan budgets. For example, if your program were licensed for 100 children and you felt that you could charge no more than $40.00 per week, your expected income would be $200,000. With this figure as your maximum income, you know that the total costs of the program cannot exceed this same figure in order to breakeven. The variable and semi-variable costs can be budgeted accordingly.

Source: *Managing the Day Care Dollars* by Gwen G. Morgan.

General Journal an Example

H-44

DATE		DESCRIPTION	✓	ACT. #	AMOUNT
6-2	83	B. Jones, fee payment	✓	143	40.00
6-2		Paid for painting job ck # 412	✓	229	57.00
6-2		K. Bowers, fee payment, 2 weeks	✓	159	80.00
6-2		Produce Wholesaler ck # 413	✓	240	55.13
6-2		Phone bill ck # 414	✓	250	63.49
6-3		M Martinez, payment fee	✓	147	40.00
6-4		Electricity # 415		251	54.37
6-4		Work shop for 2 teachers ck #416		270	20.00

Ledger Format

220

Ledger: ______________________

Account: ______________________

Annual Budget Figure: ______________________

Account Number: ______________________

DATE		DESCRIPTION	AMOUNT							

Page No: __________

Parents' Fees Ledger

H-46

Child(ren) Enrolled: ____

Parents' Name: ______________________________ Basic Tuition: ____________

Address: ____

DATE	DUE	PAID	BALANCE

Payroll Ledger

Name of Employee:
Address:
Salary or Wage:

Date	Period Covered	Hours	Gross Salary	Federal Tax	State Tax	FICA	Check No.	Net Salary

Tax Worksheet

H-48

Type of Tax	Form Used	Date Due	Amount Due	Mail To

Sample Budget Format

H-49

INCOME **DOLLAR AMOUNT**

I. Parent Fees $__________
II. Registration Fees __________
III. USDA __________
IV. Fund Raisers __________
V. In-kind Contributions __________

TOTAL $__________

EXPENSES

I. Personnel Salaries
  A. Adminstrative $__________
  B. Caregivers __________
  C. Cooks __________
  D. Other (Substitutes) __________
II. Fringe Benefits/Payroll Costs
  A. Federal Withholding Tax __________
  B. Social Security (FICA) __________
  C. Health Insurance __________
  D. Other __________
III. Occupancy
  A. Rent/Mortgage Interest __________
  B. Maintenance/Repairs __________
  C. Utilities
    1. Water __________
    2. Electricity __________
    3. Refuse __________
IV. Equipment
  A. Office __________
  B. Program __________
V. Food __________
VI. Supplies
  A. Office __________
  B. Program __________
VII. Transportation
  A. Fuel/Oil __________
  B. Repairs __________
  C. Insurance __________
VIII. Telephone __________
IX. Public Relations/Advertising __________
X. Training
  A. Workshops/Conferences __________
  B. Consultants __________
XI. Insurance Costs
  A. Building/Fire __________
  B. Worker's Compensation __________
  C. Unemployment __________
  D. Liability __________

TOTAL $__________

NET INCOME $__________

Cash Flow Calendar

Budget Item	January	February	M	ember	October	November	December	ANNUAL TOTAL
Income Parent Fees								
Quarterly Registration								
Fund Raisers								
USDA								
Personnel Salaries								
Federal Withholding								
FICA								
Health Insurance								
Rent								

Monthly Financial Statement

H-51

Budget Item	Actual	Anticipated	Difference	%Annual Budget
INCOME				
Parent Fees				
Registration Fees				
Fund Raisers				
Total Income				
EXPENSES				
Personnel Salaries				
Fringe Benefits				
Occupancy				
Equipment				
Food				
Supplies				
Transportation				
Telephone				
Public Relations				
Training				
Insurance				
Total Expenses				

Glossary of Terms

active listening
Involves listening carefully so that you can repeat back to the speaker, in your own words, what you think the speaker was saying.

agent
A tax role or responsibility in which an employer pays taxes owed by employees on income and social security to the proper government agency.

articles of incorporation
Written document which describes a corporation's purpose, powers, and members.

authoritarian leadership style
A style in which the manager makes decisions and tells others what to do.

body language
Refers to the information provided by one's body during communication; includes facial expressions, gestures, and posture.

breach of contract
A legal term which refers to the breaking of a contract by one of the contracting parties.

breakeven analysis
A way of determining fees and controlling costs; involves determining the point where income and expenses balance; factors considered include fixed costs, variable costs, and semi-variable costs.

budget
A written financial plan for the coming year which shows anticipated income, expenses, and profit.

by-laws
A set of guidelines or procedures which describe how a corporation is to be run.

censor
A communication term which refers to mental blocks that inhibit the decoding of a message.

chart of accounts
A listing and numbering system used to organize the accounts in the general ledger.

child-staff ratio
Refers to the number of children who can be supervised by one caregiver or teacher; varies according to age(s) of the children.

communication

A two-way process involving sharing and understanding between two or more persons; one of the functions of management which serves to connect all other functions.

contract

An agreement between parties in which an offer is made and accepted; as part of the agreement something of value is to be exchanged between the parties.

corporation

Refers to a business run by a legal entity that is separate from the individuals who form the corporation; personal liability is minimized.

debtor

A tax role or responsibility in which the employer pays taxes owed by the business to the appropriate government agency.

decoder

A communication term which refers to the process of receiving a communication; perceptions, attitudes, and feelings affect how the message is decoded.

delegation

A management activity in which the manager assigns work to be done, gives needed authority, and assigns accountability.

democratic leadership style

A style in which the manager invites employee input in decision-making and gives feedback to employees on work performance.

encoder

A communication term which refers to characteristics of a communication style used including words, emphasis, facial expressions, etc.

evaluation

One of the basic functions of management which seeks to determine the extent to which plans and activities have been accomplished.

Gantt chart

A planning tool which identifies starting and ending times for certain events; events or activities are listed on the left of the chart from top to bottom; dates are listed across the top, left to right; a solid line or bar is drawn beside each event showing the time period in which the event occurs.

general journal

A written record of all financial transactions, recorded as transactions take place; from here transactions are recorded in the general ledger.

general ledger

A bookkeeping tool which contains accounts of financial transactions; accounts reflect income and expense items as shown in the budget.

goals

Statements which tell what a person or organization hopes to accomplish by some time point in the future.

implementation

One of the basic functions of management which involves putting a plan into action and ensuring progress.

income ledger

A bookkeeping tool in which income accounts are detailed; for example, a parent fees ledger shows how much is paid and owed by parents.

in-kind contributions

Contributions to a program that involve donations of materials or time; non-monetary contributions.

job description

A written statement describing the specific duties, qualifications, and supervisory responsibility of a job.

laissez-faire leadership style

A style in which the manager lets employees work independently; manager is easygoing and permissive.

leadership

A quality that good managers possess; this quality creates a desire in employees to willingly follow the manager's guidance and directions.

liability

Being legally, hence financially, responsible for a wrongdoing.

litigation

A legal term which means being involved in a lawsuit.

management

Refers to the activities of an administrator or a director to coordinate the activities of other people to achieve goals or results; involves five basic functions: planning, organizing, implementing, evaluating, and communicating.

milestone chart

A planning tool which shows a timetable for a sequence of events. Events or activities are listed on the left of the chart from top to bottom; dates are listed across the top, left to right; triangular shapes are used to show when a certain event needs to occur.

motivation

Internal energy or desire to engage in activities and do one's best.

nonverbal communication

Communication based on facial expressions, movements, posture, and tone of voice.

objective

A statement of what is to be done, under what conditions, and to what extent.

organizational chart

A visual chart which shows lines of communication and authority in an organization.

organizing

One of the basic functions of management which involves establishing lines of authority and communication for delegating and motivating people.

partnership

Refers to a business owned by two or more individuals who agree to operate the business; all partners are equally liable.

payroll ledger

A bookkeeping tool which details information about employees' salaries and deductions.

planning

Thinking which occurs before action; one of the basic functions of management.

policies

Statements which describe work procedures, rules, etc.; policies guide employees in meeting the needs of an organization.

precedent diagrams

A planning tool which shows what activities need to be done before other activities can take place; each activity is listed in a box drawn on the chart; arrows are drawn to show which activities come next.

probationary period

A time period during which an employee's performance is being closely evaluated; at the end of the period a new employee may become a permanent employee or be dismissed; a probationary period is sometimes established as a disciplinary measure for an employee.

sliding fee scale

A scale which determines fees to be paid by parents; fees are based on the family's income.

sole proprietorship

Refers to a business owned by an individual.

standing committees

The permanent committees of a board of directors including the executive, personnel, finance, building, program, and nominating committees.

start-up budget

A one-time budget prepared at the beginning of operation of a business; shows all costs for setting up the business.

subsidize

To give money to support a program.

Theory X

A management style which assumes that managers need to organize people and resources in an active way, otherwise people will not work; the employee is viewed as basically lazy and easily manipulated.

Theory Y

A management style which assumes that employees are basically willing to work and assume responsibility; the manager organizes people and resources so that employees can fulfill their own goals as well as those of the organization.

tort

A legal term which refers to a kind of liability involving civil wrong or negligence.

verbal communication

Communication based on words, symbols, and ideas.

voucher system

A financial management system in which an accounting firm is hired to take care of financial transactions and records.

zone supervision

A safe way for caregivers to supervise outdoor play by spreading out to various zones or areas on the playground.

Glossary Test

DIRECTIONS

For Items 1-20 select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. ______ A leadership style in which the manager makes all the decisions is known as
A. Theory Y.
B. Theory Z.
C. authoritarian.
D. democratic.

2. ______ A document which describes an organization's purpose, powers, and members is called
A. the articles of incorporation.
B. the by-laws.
C. a chart of accounts.
D. a proposal.

3. ______ The employer in the role of an agent
A. helps employees find better jobs.
B. pays income taxes owed on business profits.
C. provides health insurance for employees.
D. pays social security taxes owed by employees.

4. ______ A breakeven analysis can be used to
A. set up a program's record keeping system.
B. determine child-staff ratios.
C. determine parent fees.
D. plan a stress reduction program for employees.

5. ______ The legal structure of a business in which personal liability is minimized is a
A. corporation.
B. sole proprietorship.
C. partnership.
D. cooperative.

6. ______ The basic function of management which involves assessing the extent to which goals and objectives have been met is
A. delegation.
B. evaluation.
C. implementation.
D. organization.

7. ______ The basic function of management which connects all other functions of management is
A. communication.
B. decision-making.
C. implementation.
D. organization.

8. ______ When managers assign work, give the needed authority, and require accountability they are
A. organizing.
B. decoding.
C. delegating.
D. supervising.

9. ______ In a general journal
A. accounts show income and expenses in the budget categories.
B. financial transactions are recorded as they happen.
C. a detailed account of parent fees is recorded.
D. deductions from employee paychecks are recorded.

10. ______ A donation of materials or time is called
A. a subsidy.
B. an in-kind contribution.
C. a voucher system.
D. a private grant.

11. ______ Liability is a legal term which means you
A. are involved in a civil lawsuit.
B. should have a lawyer.
C. are under-insured.
D. are responsible for wrongdoing.

12. ______ A chart which shows lines of communication and authority is known as
A. an organizational chart.
B. a Gantt chart.
C. the board of director's flow chart.
D. a precedent diagram.

13. ______ An objective is defined as a

A. set of guidelines or procedures which describe how a corporation is to be run.
B. statement of what action is to be done, by whom, and how it will be evaluated.
C. statement describing the action to be taken, under what conditions, and to what extent.
D. statement which describes a work procedure or rule to guide employees.

14. ______ A period of time during which a new employee's performance is closely evaluated is called the

A. trial and error period.
B. probationary period.
C. payroll period.
D. contract period.

15. ______ A standing committee is

A. a committee chaired by the program director.
B. made up of concerned citizens from around the state.
C. temporarily formed to solve specific problems.
D. a permanent committee of the board of directors.

16. ______ A planning tool which shows what activities need to be done before other activities can take place is called

A. an organizational chart.
B. Gantt chart.
C. a milestone chart.
D. a precedent diagram.

17. ______ To determine fees based on income, a director should develop a

A. tax table.
B. breakeven chart.
C. sliding fee scale.
D. cash flow calendar.

18. ______ Zone supervision refers to

A. an evaluation technique for evaluating employees' performance.
B. the monitoring of a program's compliance with city zoning laws.
C. a safe way for caregivers to watch children at play outdoors.
D. a way of organizing supplies for quick inventory.

19. ______ A style of management in which managers assume that employees want to work and take responsibility is

A. Theory X.
B. Theory Y.
C. Theory Z.
D. laissez-faire.

20. ______ The five basic functions of management are

A. communicating, planning, organizing, evaluating, and implementing.

B. planning, decision-making, evaluating, delegating, and communicating.

C. organizing, motivating, evaluating, implementing, and planning.

D. decision-making, delegating, managing time, implementing, and evaluating.

Answer Keys

UNIT I TEST	UNIT II TEST	UNIT III TEST	UNIT IV TEST
1. B	1. A	1. D	1. D
2. C	2. A	2. A	2. B
3. A	3. C	3. D	3. B
4. B	4. D	4. C	4. A
5. B	5. B	5. A	5. B
6. A	6. D	6. B	6. D
7. A	7. A	7. C	7. A
8. D	8. A	8. B	8. B
9. D	9. C	9. B	9. B
10. C	10. B	10. A	10. C
11. C	11. C	11. C	11. C
12. B	12. C	12. D	12. A
13. A	13. B	13. D	13. D
14. A	14. D	14. A	14. D
15. B	15. A	15. A	15. C
16. D	16. C	16. B	16. A
17. B	17. D	17. C	17. D
18. A	18. A	18. B	18. B
19. B	19. B	19. C	19. D
20. C	20. C	20. D	20. C
21. C	21. D	21. B	21. C
22. D	22. C	22. A	22. A

GLOSSARY TEST

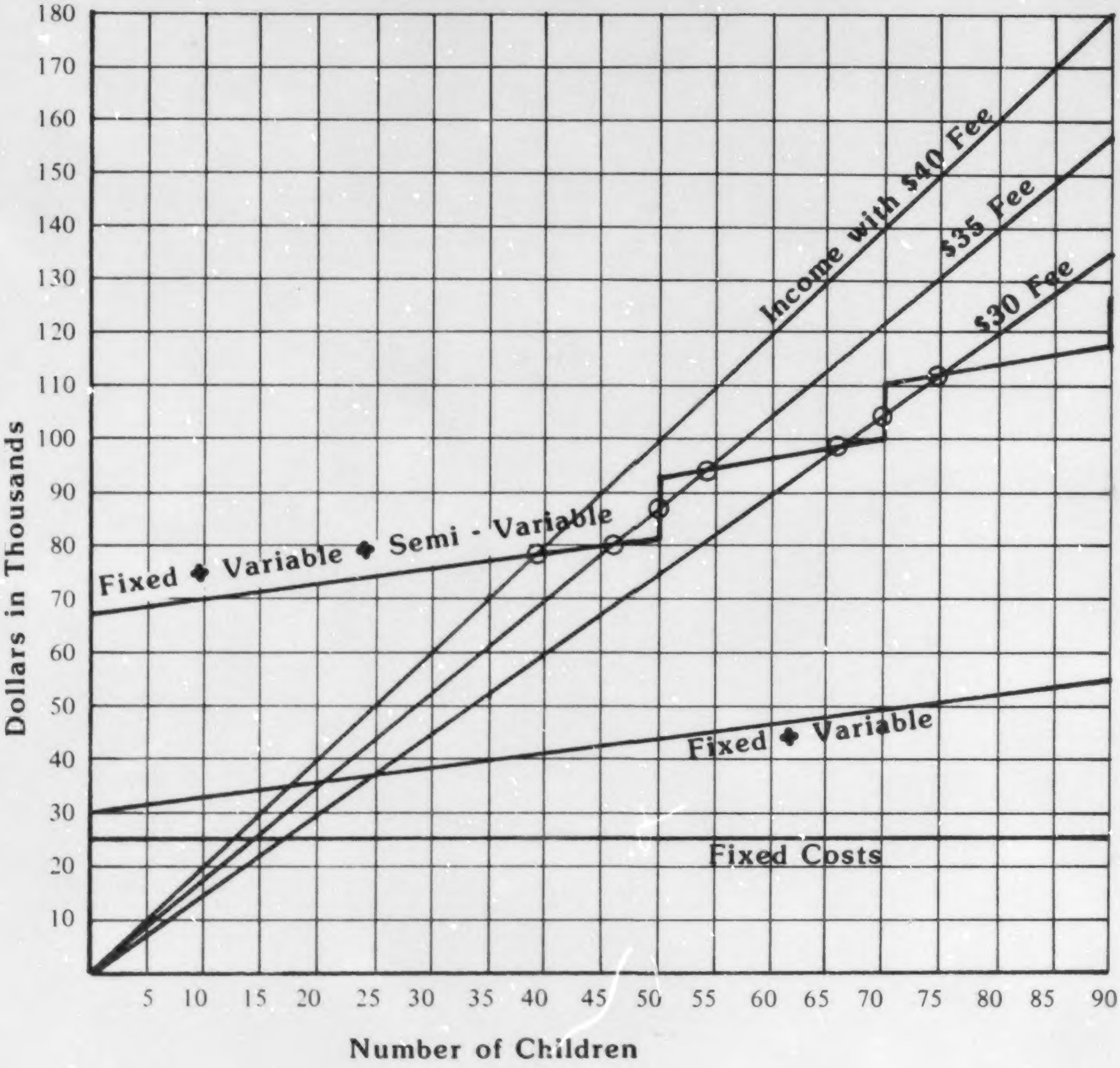
1. C
2. A
3. D
4. C
5. A
6. B
7. A
8. C
9. B
10. B
11. D
12. A
13. C
14. B
15. D
16. D
17. C
18. C
19. B
20. A

VOCABULARY CRYPTOGRAM HANDOUT 17

1. liability
2. sole proprietorship
3. incorporation
4. by-laws
5. articles
6. partnership
7. true name certificate
8. corporation
9. not-for-profit
10. dissolved
11. financial
12. members
13. legal

Every child care program director or owner needs: **information on legal concerns.**

BREAKEVEN CHART—LAB EXPERIENCE 34



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KEY

pb	paperback
hb	hardback
GL	reading grade level
SBF	sex bais free text and illustrations
SB	evidence of sex bias in text or illustrations

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Washington, DC 20009

New American Library
1633 Broadway
New York, NY 10019

Ohio University Press
Scott Quandrangle
Athens, OH 45701

Petrocelli Books
1101 State Road
Princeton, NJ 08540

Pitman Learning
6 Davis Drive
Belmont, CA 94002

Plenum Press
233 Spring Street
New York, NY 10013

Pocket Books
1230 Avenue of the Americas
New York, NY 10020

Prentice-Hall
Route 9W
Englewood Cliffs, NJ 07632

Putnam
200 Madison Avenue
New York, NY 10016

R and E Research Associates
936 Industrial Avenue
Palo Alto, CA 94303

Steam Press
16 Walden Street
Cambridge, MA 02140

Success Motivation Cassettes
c/o Results Unlimited
P.O. Box 453
Springtown, TX 76082

Southern Baptist Convention
Sunday School Board
Church Administration
Department
127 Ninth Avenue North
Nashville, TN 37234

South-Western Publishing
5105 Madison Road
Cincinnati, OH 45227

Texas Department of Human
Resources
Distribution Coordinator
Media Services Division 151-X
P.O. Box 2960
Austin, TX 78769

Triad Press
c/o Triad Interests,
Department L
P.O. Box 42006
Houston, TX 77042

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U.S. Small Business
Administration
Office of Management
Assistance
P.O. Box 15434
Ft. Worth, TX 76119

D Van Nostrand
135 West 50th Street
New York, NY 10020

Warner Books
c/o Independent News
75 Rockefeller Plaza
New York, NY 10019

Welfare Research Incorporated
112 State Street
Albany, NY 12207

John Wiley and Sons
605 Third Avenue
New York, NY 10158

Young Children
National Association for the
Education of Young Children
1834 Connecticut Avenue
Washington, DC 20009